

Report on the Alternative Indigenous-focused Research Ethics Application Pilot Project

University of British Columbia Office of Research Ethics



We acknowledge with gratitude, respect and humility that our offices are located on the traditional, ancestral and unceded territories of the Musqueam, Squamish and Tsleil-Waututh peoples.

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Origins of the pilot project

In response to UBC's Indigenous Strategic Plan (ISP), the Office of Research Ethics (ORE) assessed its review practices for Indigenous-focused research and identified goals and actions in the Strategic Plan that could be supported by our department. The self-assessment started a journey for the Behavioural Research Ethics Board (BREB) to consider how the research ethics process could better align with Indigenous research principles and world views. This began several initiatives within the Office of Research Ethics, especially BREB. The alternative Indigenous research ethics application project was one of them.

As part of the BREB's Indigenous initiatives, we invited Indigenous faculty and students at UBC to share their thoughts on research ethics and experiences interacting with behavioural research ethics review boards (UBC's and elsewhere). Common themes pointed to challenges with UBC's BREB application forms (see Appendix A), including the perception that the current application prioritizes institutional details¹ and does not foreground the relationality² that is fundamental to the ethical conduct of Indigenous-focused research. The conversations also pointed to discomfort with the impersonal nature of interactions between researchers submitting their ethics applications and staff and BREB members reviewing them. The conversations were initially intended to inform our work on the Indigenous Research Ethics website, but they also led us to conclude that modifications to the existing behavioural research ethics application (delivered in RISE) would not address many of the concerns raised.³ The concept of an alternative Indigenous-focused research ethics application began to take shape, and the pilot project was added to our Indigenous Research Ethics initiatives.⁴

To begin working on the pilot, we expanded membership in the existing BREB Working Group (1 Indigenous and 2 non-Indigenous BREB members, and 2 ORE staff) to include 2 more Indigenous BREB members, as well as staff from UBC-Okanagan's Research Ethics office, UBC's Clinical Research Ethics Board, and a representative from the First Nations Health Authority in BC.⁵ Working Group meetings started in the summer of 2024. Discussions covered:

1. Identifying the **core considerations/principles** that would guide development of the pilot application questions. The resulting document became part of the pilot application package.
2. Identifying the essential information that a BREB member would need to read in an Indigenous-focused ethics application in order to be review the application. (The resulting ethics application and review processes complied with Tri-Council (TCPS2) requirements.)

¹ Feedback from researchers in this and other discussions has also revealed the perception that there is a strong legalistic focus in the research ethics applications.

² Relationality pertains to the connections built between researcher and collaborating communities in Indigenous-focused research, as well as the researchers' accountability to individuals, locations, and the community as a whole. Secondly, we also refer to researchers' emphasis on having more meaningful relationships with staff and faculty who review their ethics applications.

³ Project scope did not include clinical studies.

⁴ We were able to fund the pilot project out of a grant received from OISI (Office of Indigenous Strategic Initiatives). Budget was used for hiring Indigenous Project Coordinators and to cover the costs of Working Group in-person meetings. The project manager's time was covered by the Office of Research Ethics.

⁵ The Working Group was originally convened in 2021 in response to UBC's Indigenous Strategic Plan and was formed to identify areas for improvement in BREB review practices and operations.

3. Drafting the questions that would allow researchers to express how they were upholding the core considerations. Our initial question set included over 50 questions, which were then distilled down to 23.
4. Designing a submission process and support materials that would instill researcher confidence in the ethics review process.

Ethics application package and submission process

The resulting pilot research ethics application package included:

1. Webpage explaining the pilot, providing criteria for participation, and clarifying use of terminology (e.g., use of “ICCO” in the application package to describe Indigenous Communities, Collectives and Organizations)
2. Pre-submission form
3. Fillable Word form for the Indigenous-focused ethics application
4. Linked from each question, an explanation of how the information would be used by the BREB reviewers, and sample responses (based on different research contexts, types of community engagement/partnerships, and research team experience).

We settled on using a fillable Word form for the application as this could still be delivered in RISE (the platform for submitting, reviewing and approving ethics applications), but would not require programming changes. Although this resulted in additional administrative effort for BREB staff and pilot review team members, it gave us more flexibility in designing the application questions.

We also considered whether we had the capacity to involve other REBs in the pilot project and concluded that, because of the workload to administer the pilot and our project funding deadline, we would confine the pilot to behavioural studies requiring only UBC review and that fell within the minimal-risk category.

The pilot project scope was designed to address several goals/considerations and was also in response to the feedback we received from Indigenous faculty and students mentioned above. The goals included:

1. Develop relationships between researchers and the BREB pilot team to make the submission and review process less impersonal and more supportive for researchers.
2. Measure the additional time/resources that would be needed.
3. Include a mix of projects from graduate students and faculty and ensure that participants as a group represented a range of research disciplines.
4. Ensure the research projects had sufficient Indigenous content to test the validity of the pilot application questions.
5. Keep review team participation and support manageable.⁶
6. Ensure all studies could be submitted for review within the project timeline.
7. Request that all participants, including review team members, provide feedback at the end

⁶ Pilot review team members continued to meet their other ethics review board responsibilities as staff and reviewers.

of the project as a condition of being included.

Pilot implementation

In March 2025, information about the pilot was posted to the Office of Research Ethics (ORE) website and email notices were sent to 75 UBC-Vancouver faculty. The pilot project co-leads (Wendy Bond and Asma-na-hi Antoine) began inviting discussion with potential pilot applicants. Although the pilot was not specifically promoted at UBC-Okanagan, the Office of Research Services Okanagan agreed that applications from its campus could be included in the pilot since they also review Indigenous applications and our intention was to ensure relevance for both campuses.

We required that participants first submit a pre-submission form; this was to ensure their projects were Indigenous focused, and to screen out any projects that would be considered above minimal risk or would require multi-REB review.⁷

Each participant was invited to discuss their project with the pilot project co-leads before completing the ethics application form. A majority of the research teams opted to meet with us in advance. These discussions allowed us to clarify the pilot application questions; to determine whether they were far enough along in their research design to submit the ethics application; and to discuss their documentation and how (if applicable) they might integrate protocols and guidance from their research/community partners into the application. We had aimed to include additional review team members in these meetings, but time constraints made it difficult to do so. (This will continue to be a challenge with full implementation, as it calls on BREB members to volunteer additional time for their role, and will increase BREB staff workload.)

Once all questions from a researcher were addressed, the pilot team created a RISE application on their behalf and then instructed the researcher to attach their documents to page 9. This was done to ensure the applications were as “error-free” as possible, and to avoid researchers inadvertently completing two sets of questions (in the body of the ethics application and in the fillable Word form they attached to page). Departmental approvers (who are part of the submission workflow) were given advance notice about pilot applications they would be asked to process.

Pilot participants

Pilot participants were mostly from UBC’s Vancouver campus. Due to the overwhelming response, resourcing logistics, and scheduling constraints, we cut off admission to the pilot after receiving confirmation from 25 researchers. Some researchers needed a quicker turnaround than the pilot team could provide or were unable to submit before the project deadline, while others needed to involve review by a second Research Ethics Board. One study was deemed “above minimal risk,” after initial review, which meant that full board review was required. To accommodate this, we were able to convene an ad hoc full BREB meeting to review and approve. As of the date of reporting, 3 studies are waiting for a response to reviewer questions. Of the 22 studies approved or pending approval, 11 were for faculty research and 11 were for student research.

⁷ One application was deemed to be above-minimal risk after initial review, and an ad hoc session of the BREB was successfully convened to conduct the ethics review. The ad hoc committee conformed to TCPS2 regulatory requirements.

Research projects covered topics from Anthropology, Curriculum and Pedagogy, Education, Engineering, Environmental Science, Forestry, Gender, Race, Sexuality and Social Justice, Land and Food Systems, Language and Literacy, Law, Linguistics, Occupational Therapy, Oceans and Fisheries, and Resources, Environment and Sustainability.

Place-based research projects involved research in or with participants in the following locations:

1. Cheakamus River, Squamish Nation
2. Kahnawà:ke, Southern Quebec
5. Kalche, Nuwakot District (Central Nepal)
6. Katzie First Nation (Pitt Meadows, BC)
7. Ktunaxa homelands in southeastern British Columbia, parts of Alberta, Montana, Washington, and Idaho.
8. Nova Scotia/Cape Breton (Mi'kmaw communities of Eskasoni, Membertou, Potlotek, Wagmatcook, and We'koqma'q)
9. Nunuvut
10. Peguis/Red River region, Manitoba
11. Peruvian Upper Amazon
12. Treaty Three Territory – Northwestern Ontario
13. Upper Nicola/Quilchena, BC
14. WSÁNEĆ (Saanich, BC), SISØENEM (Halibut Island, BC)

Other pilot applications that were not place based, involved:

1. Alberta and Ottawa archives (Métis settlement law)
2. BC Forest Fire services
3. Environmental collectives in BC
4. Occupational therapy Indigenous clients in BC / Northern BC
5. UBC Engineering program
6. Urban Métis (Lower Mainland)

Review team orientation and review process

Pilot review team members were invited from the BREB based on their knowledge/expertise in Indigenous research, and on their ability to commit to additional review meetings during the pilot period.⁸ Reviewers and BREB staff met to go over the pilot application package, the submission and review process, and were also oriented to the Teams site where review documents would be stored. Where possible, their feedback during preliminary meetings was incorporated into the supporting materials and review procedures for the pilot.

The standard process for pre-review and assignment to BREB members was followed, with a difference being that while minimal risk applications are typically delegated to one reviewer, the

⁸ The review team consisted of 5 academic members, 1 community member, and 4 BREB staff.

pilot submissions were assigned to 2 - 4 reviewers. This allowed review team members to share their observations about how the questions were being answered, to decide as a group what feedback would be returned to the researcher, and to reflect on their experience reviewing a new set of ethics questions. In spite of the added steps, we were able to meet reasonable turnaround times for initial review (under 2 weeks from application submission to completion of initial reviews). Review comments were returned to the researchers via RISE, along with an invitation to contact the pilot team at any time if they wished to discuss the requested changes.

Pilot feedback

Once a research ethics application was approved, the research team was invited to complete a self-reported online evaluation via Qualtrics with the option to submit their responses anonymously. The feedback surveys included categorical response options, Likert-scale items, and open-ended free-text responses. All questions could be skipped. Review team members were invited to submit their feedback once the bulk of pilot applications had been reviewed. Survey questions for both groups are provided in Appendix D.

Descriptive statistics were generated for categorical responses and Likert-scale items. Qualitative responses were grouped into broad themes, which were derived inductively from the data. We present the findings for both participant groups below. Illustrative quotes are included to provide context.

Table 1: Characteristics of Researchers who Submitted Feedback	
	N (%)
Number of responses	19 (100%)
Previous REB submission experience	
No	2 (10%)
Yes, at other institution	3 (16%)
Yes, at UBC BREB	14 (74%)
Indigenous self-identity	
No	10 (56%)
Yes	8 (44%)
No response	1
Student researcher	
No	7 (41%)
Yes	10 (59%)
No response	2

Table 2: Characteristics of Review Team Members	
Number of survey responses¹	8 (89%)
Experience conducting or supporting Indigenous-focused research	
No	0 (0%)

Yes	10 (100%)
Indigenous self-identity	2 (20%)
Role at BREB	
Faculty Member	5 (50%)
BREB Staff	3 (30%)
Community Member	2 (20%)
Years with the BREB	
1 – 3	2 (20%)
4 – 6	3 (30%)
Over 7	5 (50%)
¹ One member of the review team co-led the pilot project and did not complete a survey. Another of the review team members did not complete a feedback survey.	

Table 1 summarizes the characteristics of the pilot researcher participants who submitted feedback. Of the 19 respondents, ⁹ eight (44%) self-identified as Indigenous. 10 respondents (59%) were student researchers. The overwhelming majority of respondents (90%) had previously submitted a research ethics application at UBC or another institution.

Table 2 summarizes the characteristics of pilot review team members. Among the 10 BREB review team members, n=8 (80%) completed the pilot evaluation. All review team members had experience conducting or supporting Indigenous-focused research and ethics review.

Both researchers and review team members reported a high level of acceptance for the Indigenous-focused ethics application. 81% of researcher respondents reported that they somewhat agreed or strongly agreed that their experience completing the Indigenous-focused ethics application was an improvement. Overall, review team members found that questions asked on the pilot application were highly relevant and helpful for their review. Free-text responses highlighted several broad themes indicating acceptance of both the application questions and the process for submission and review.

Alignment with Indigenous approaches and research methodologies

Researchers generally agreed that the questions in the application were more relevant and aligned to the values of Indigenous research.

“The questions were more meaningful and respectful, encouraging a more thoughtful engagement with Indigenous perspectives.” (Researcher)

“I much preferred the questions on the Indigenous-focused research ethics application as I felt they were more in line with the relational methodologies that lead to respectful community engagement and research.” (Researcher)

⁹ Three researchers submitted two pilot projects each. For two pilot projects, both the PI and student researcher completed the feedback survey.

"After the initial period of getting used to the new format, I found the pilot draft to be easy to review. It covers much more relevant material for researchers who are doing work with Indigenous groups, material which is missed in the current RISE format. I think it is also beneficial for the research AND the researcher to think through their research using the lens provided by the pilot project." (Review Team Member)

Some researchers, however, questioned the value or necessity for some of the information being sought in the application, or the way in which questions were posed: for example, where the application question about inclusion criteria asks researchers to specify if participants are under the age of 19, and concerns with other questions that refer to "community partners" or "ICCOs".

Relational approach

Many researchers responded favourably to being invited into in-person discussions with members of the BREB before they started their ethics applications and during the review phase. Meetings with BREB were identified as helping to break down barriers and ease the steps to completing an ethics application. Among the 19 researchers who provided feedback, 17 (89%) met with BREB prior to submitting their pilot application.

In one case, although the researcher appreciated time spent discussing their research project before submitting their ethics applications, this led them to expect that those details had been resolved and would not be raised again by the assigned reviewers, once their application was submitted.

Submission and review process

Several researchers noted they encountered fewer barriers to completing, submitting and addressing feedback on their ethics applications (compared to earlier experiences with research ethics review boards).

"This application process better matched Indigenous-partnered work, and I experienced less barriers than with other UBC and other University ethics procedures." (Researcher)

For each application submitted, the assigned reviewers met (over Zoom) to share their draft feedback, decide on what would be retained or discarded, and to reflect on their experience as pilot reviewers. The review team members who provided feedback all felt that the team meetings were helpful for the review process, particularly in the early phases of the pilot.

"I would say these were the most helpful! It was great to see what others did or did not agree with in terms of comments and also how to frame things to be clearer. It was useful discussing what others were thinking when they made comments." (Review team member)

Application questions and terminology used

Feedback from our early discussions with Indigenous faculty and students, and during meetings with other researchers, has consistently pointed out that the standard ethics application questions seem to be endorsing a particular, institutionally informed way of conducting research. Given that an important goal of the pilot project was to test the effectiveness of different application

questions that would be more relevant to Indigenous-focused research, some of the feedback we received shows there is still room for significant improvement.

Some researchers described how questions in the application led them to think more deeply about aspects of their research, including considerations of appropriate compensation or recognition (e.g., options for co-authorship), researcher commitments to community, and how their research might affect communities.

"[The Indigenous-focused ethics application] prompted a deeper reflection on the ethical dimensions of my research, particularly in terms of community impact, cultural sensitivity, and relational accountability. " (Researcher)

Questions about reciprocity and relationships with ICCOs were viewed as essential by both researchers and review team members, although we received substantial feedback on how these questions were worded (see below).

Some researchers thought questions asking about the researcher's community relations still conveyed assumptions about how research would be conducted, how researchers identified and engaged with community, and about the capacity or willingness of communities to be involved across phases of the research. The pilot questions and guidance use the term "ICCO," referring to a researcher's definition of their community.² Some researchers felt the questions favoured models of community engagement more aligned with First Nations or Indigenous groups within BC and Canada, to the exclusion of research where no readily defined community would be involved, or where roles overlapped between so-called "community partners" and research participants.

"The context was not relevant to unorganized oral Indigenous communities outside of the Canadian context such as in the Peruvian Amazon." (Researcher)

The framing of a question asking what steps the research team has taken to become informed of or aligned with ICCO protocols and norms, suggested to some researchers that formalized protocols would and should exist.

"Some First Nations and other Indigenous communities are so small or under-resourced that ideas around research agreements and protocols are not appropriate or relevant." (Researcher)

Another question that asked about the concrete/tangible benefits for participants/ICCOs and the research team also raised concerns:

"[I] found [the question] confusing because members of the research team can also be members of ICCOs, especially in community-based research contexts" (Researcher)

These areas for improvement will be discussed when the Working Group reconvenes to prepare the next iteration of the Indigenous-focused ethics application.

The pilot tested different structures for a few application questions relating to risk and data management, which received a mixed response from both researchers and review team members

(see Q10 and Q15 in the pilot application package, Appendix C). Some preferred the checkbox format and specific details being requested, while others found them limiting and overly prescriptive.

"I appreciated the breakdown with check-boxes because describing what the risk in research wasn't always clear on what was at risk and who was at risk. This section makes it clear for researchers to think about their whole research, and it made it clear as a reviewer reading this section." (Review team member)

"In my situation, the checkboxes didn't exactly represent participants' access. For example, transcripts will be shared with interviewees, but they only see their interview. I recall the question didn't allow for this nuance." (Researcher)

Guidance content: question explanations and sample responses

Researchers and review team members expressed the importance of guidance and accompanying documents in completing the Indigenous-focused ethics application and in reviewing applications.

As part of the application package, [sample responses and question explanations](#) were provided. The majority of researchers (89%) and review team members (87%) made use of the sample responses in completing their applications and reviews. Sample responses and question explanations were perceived to be helpful in clarifying expectations, setting an intention for each question, and providing a useful reference.

"I used the sample answers the most. This really helped me get an idea of how to best answer each question in a way that could best describe my research." (Researcher)

During the design of the pilot application package, the Working Group was interested to know whether providing sample responses for each question would result in researchers taking a "copy/paste" approach to filling in the ethics application. Early conversations with faculty and students underscored their preference to have sample responses because they help them understand what kinds of information the BREB reviewers are looking for. One review team member remained cautious about an over-reliance on the sample responses, but we did not see evidence of researchers copying them verbatim.

"I do worry a little that they may just be filled in as rote responses, rather than being thought through by the applicants for their particular context of research." (Review team member)

Review team members also found the question explanations and sample responses helpful for their reviews, particularly at the beginning of the pilot, because they helped to clarify what was expected in the applications.

"The question explanations are helpful both for reviewers and researchers! While we think the information being sought is clear, the researcher may misinterpret the question, and that results in a back and forth with the whole application which eats up time both for BREB staff and researcher." (Review team member)

Researchers and review team members were asked whether they used other resources outside the application package. Ten researchers (53%) and five review team members (62%) confirmed their use of other resources. These included the [BREB website](#), the First Nations Principles of OCAP®, the TCPS-2, and other sources, including from the Indian Residential School History and Dialogue Centre and UBC IT. One review team member described seeking information for additional context about specific territories and First Nations involved in the research.

Researchers also drew from previous ethics applications or the ethics applications of colleagues to use as examples. One reviewer reached out to a colleague about the logistics of conducting research in a particular region. As a suggestion, one researcher recommended having a “mentorship” program or mechanism for connecting researchers who are working on similar projects or who have previously submitted Indigenous research for ethics review, which would be especially helpful for graduate students.

Researchers were also asked about gaps in guidance and resources. Suggestions included the addition of sample responses for land-based research and for Indigenous research conducted outside BC or Canada.

"I think it would be great to have more examples of on the land-based research event examples or community event poster examples." (Researcher)

Research participants also mentioned that templates, such as for consent forms, specific to Indigenous research would have been helpful. Two research participants also requested “step-by-step” instructions for filling in the ethics application. Review team members identified that researchers may benefit from additional guidance for completing the risk matrix and data management questions.

Technical challenges with the application format

Although we were not seeking feedback on the mechanics of using the fillable Word form application, researchers and review team members found the process challenging. Some issues with the application package and process were only discovered after the pilot was underway. It is useful to recognize that the automation provided in RISE eases much of the complexity around filling in and submitting applications. We did not intend (and would not recommend) future use of a fillable Word form application format and process as a long-term delivery solution.

Pilot conclusions and next steps

The pilot was met with a high level of acceptance from researchers and the review team. The application questions were deemed to be more relevant for Indigenous-focused research and most researchers reported that it was therefore easier for them to fill in the ethics application and address review comments. The pre-submission meetings were seen as constructive and gave researchers a chance to raise ethical and procedural concerns about their research projects and to ask for clarification on pilot application questions.

Review team members noted that researcher responses to the pilot questions provided more

meaningful information and greater clarity (compared to standard applications). They also commented that they didn't miss some of the details included in a standard ethics application, which were excluded from the pilot application. Overall satisfaction with the quality of submissions may be attributed to several factors: the application questions were more relevant, the researchers benefitted from having pre-submission discussions with BREB staff, and many of the questions that often pose challenges for researchers (especially students) were excluded from the pilot application.

There is additional work to be done based on researcher feedback:

1. Revising language to clarify expectations, address some points of confusion about the vocabulary used, and remove prescriptive language.
2. Reformatting and simplifying some of the questions to improve clarity.
3. Find ways to underscore that the BREB is expecting and accepts a wide range of research scenarios and is not favouring one way of conducting Indigenous-focused research over other, equally valid approaches.
4. Expand the sample responses and question explanations to represent a broader range of behavioural research contexts. These include scenarios:
 - a. where the idea of "community" is more loosely understood and where no community entity is involved
 - b. where roles overlap among community leadership, to provide research collaboration and/or contributions to research data (as participants)
 - c. that recognize the full spectrum of identities and capacities for community involvement/engagement

As mentioned, technical challenges for both researchers and review team members arose from using a fillable Word application form as a supplement to the RISE application form. For reviewers, working in both RISE (to view the application and supporting documents) and the Teams site (to compile and track review comments) added complexity. We also need to underscore the considerable staff effort required to prepare the applications for submission and to meet with researchers prior to and during application review.

Review team members were willing to participate in pre-submission meetings, but scheduling these meetings would have required additional coordination, causing delays for researchers and a significant increase in reviewers' REB duties.¹⁰

Another potential challenge for future consideration is that a BREB member who is able to attend a pre-submission meeting may not be available to review the study once it has been submitted by the researcher. The pilot was situated within the BREB, which receives an average of 100 applications per month (Indigenous and non-Indigenous). The volume means that the assignment

¹⁰ For 2026 (as of July 30), the BREB has reviewed 56 new Indigenous-focused ethics applications using the regular application form. These include BREB-only and multi-REB reviewed studies. In 2025, there were 58 new Indigenous-focused studies (not including the 25 pilot applications).

of ethics applications to reviewers requires a high degree of coordination.

Additional considerations for future implementation include the substantial interest we received from other Research Ethics Boards to access the pilot application and design. For this reason, we are making these preliminary results available and welcome future conversations about what we learned from the pilot and our next steps.

The pilot introduced changes in the way BREB staff and reviewers engaged with researcher pilot participants. This was in response to the early feedback about the value of face-to-face meetings between researchers and BREB. Offering a more personalized, less institutional experience contributed to researchers' comfort and confidence in the ethics review process. The importance of having a way to build trust cannot be overstated, even if the cost implications are substantial. They include additional administrative support for researchers from BREB staff, scheduling constraints for reviewers who are already committed to other responsibilities, and challenges with ensuring continuity from the initial outreach to researchers through the submission, review and approval stages.

Changing the style of BREB review feedback and communications for Indigenous-focused research was also explored during the pilot. The BREB as a whole supports the shift in review of Indigenous research, and work has already begun to achieve this goal. Ongoing mentoring, workshops, and guidance materials will be needed to ensure consistency. We will also draw on BREB's collaboration with the newly revived Office of Indigenous Research (formerly IRSI) in the VPRI to strengthen and align our collective support for Indigenous researchers and communities.

Time and resources are needed to continue the work of providing greater transparency about BREB practices and clarifying expectations. Ideally, there will be ways to measure progress towards these less-tangible goals and to ensure that meaningful changes are made over time in the ethics-review culture for Indigenous research.

Given the pilot participant feedback and operational considerations, we are proposing to create a separate Indigenous-focused ethics application and guidance in RISE using the branch-off model deployed in, for example, the Survey-only ethics application. If we are able to proceed, a second pilot will be undertaken that involves UBC Vancouver and UBC Okanagan for behavioural studies only.

As we work through the costs and benefits, and implementation plans, we are committed to keeping researchers and the research ethics community informed of our progress. Updates will be available on the Office of Research Ethics Website (<https://researchethics.ubc.ca/behavioural-research-ethics/indigenous-research-and-ethics-review>) and you are invited to contact us directly: wendy.bond@ubc.ca.

Appendix A | UBC Indigenous Faculty and Student Discussions Summary

	Theme	Pilot application questions and process
1	Value of face-to-face meetings: BREB with research team / with community partners	Pilot participants were invited for initial meetings with pilot team before they completed their ethics application to share information about their research and ask questions.
2	Over-emphasis on legalistic requirements at the expense of recognition for Indigenous values (relationship, respect, accountability)	Pilot application asks: - About the research team members' relationship with their community partners and research topic - About the research team's approach to ensuring they are accountable to their community partners.
3	REB review should be a conversation between researcher and reviewer, but often comes across as punitive, judgmental	Reviewer feedback during pilot prioritized asking questions rather than stating requirements. Communications attached to reviews emphasized that reviewers were available for further discussions either in person or over Zoom.
4	Lack of clarity in the ethics application about what information is being sought	"Question explanations" were linked from each question in the pilot application form and explained why the question was being asked and what the BREB reviewer would be looking for in the researcher's response. "Sample responses" were provided for each question to give an idea of the level and types of detail being sought for each question.
5	Perception of an underlying message that there is "one right way" to conduct research	Multiple "sample responses" were developed for each question to show there can be many ways to conduct research. Sample responses considered a variety of researcher profiles (positionality and relationships with community partners) and a variety of community protocols and practices from informal to formally documented.
6	Agreement that the research ethics review process adds value to the quality of research	Added to our conviction that it would be a worthwhile investment in designing an alternative Indigenous-focused ethics application form and review process.
7	Verification process is lacking for researcher accountability to community partners	Pilot questions encourage researchers to approach their project with humility, acknowledge the benefits to them of the research, and to consider different ways of giving back to their partner communities, including in-kind services after "research" activity concludes.

Appendix B | Pilot Pre-submission Form

Pilot Pre-submission Steps	
Webpage intro This is the pre-submission form for the Indigenous Research Ethics Application Pilot. You will find more information about the Pilot here [webpage retired], including background on creation of the Indigenous Ethics Application, the principles (guiding values) drafted as part of the pilot design process, and definitions used in the Application. In order to ensure that your application is suitable for the pilot and ready for review, we request that you complete the pre-submission form below. If you determine that your research is not suitable, please log into https://www.rise.ubc.ca/ and complete your behavioural ethics application there. If you need assistance, Maria Valente (BREB Manager) can be contacted by email: maria.valente@ubc.ca. Submitting the form below does not oblige you to participate in this pilot and at any point, you may choose to discontinue involvement in the Pilot.	
Confirmation of Indigenous focus	Guidance
Q1 - Please confirm that your research project is Indigenous focused. Q2 - Please confirm that your project is for behavioural research. Q3 - Please identify which of these entities will be involved in your research. ☐ Indigenous community/ies ☐ Indigenous collective/s or population ☐ Indigenous organization/s ☐ None of the above Q4 - Have you determined whether research approval from an ICCO will be needed? ☐ Yes ☐ No	
Q5 - Is your research health related AND taking place in or with a B.C. First Nation? ☐ Yes ☐ No	This question is intended to identify health-related research that may need to be reviewed with the First Nations Health Authority. For the pilot project, we may require a discussion with FNHA before proceeding.
Q6 - Will your ethics application require review by more than one Research Ethics Board (UBC-BREB plus another academic or health authority REB) in BC? ☐ Yes ☐ No	
Readiness to submit your ethics application	
Q7 - If your research is taking place with a First Nation or Indigenous community, does it have a research ethics review and approval process in place? ☐ Yes ☐ No ☐ Not Applicable	These “pre-submission” questions give a snapshot of the relationships you have developed or are in the process of developing with ICCOs that may be involved with your research. We will use this information to prepare for a meeting of the

	researcher/s and the BREB team. You will have an opportunity to provide more detail in the ethics application, and your answers will not affect eligibility to participate in the pilot. If you are unsure of how to answer any of these questions or prefer that we go over these questions with you, please reach out to the BREB office (wendy.bond@ubc.ca and asmanahi.antoine@ubc.ca) to schedule a meeting.
Q8 - Have you received confirmation from appropriate representatives of the ICCO that you can proceed? ☐ Yes ☐ No ☐ Not Applicable ☐ Pending	Confirmation can be in various forms depending on the norms or protocols of the ICCO with whom you are engaging. These could include: a letter or email, a signed research agreement, an approved research application form, a terms of reference document, attendance at a scheduled meeting required by the ICCO etc. If you have completed all other preliminary steps but the ICCO you are working with requires ethics approval before they will confirm their approval for you to proceed, the BREB will issue a conditional approval letter once all other ethical concerns have been addressed.
Q9 - Is your study funded, or have you submitted an application for funding? ☐ Yes ☐ No	This information will be transferred into the RISE ethics application by BREB after you have submitted your form. Only include funding that will be used directly to support this research project.
Q10 - Please provide the name of your research project.	You will be able to modify later.
Research Team	
Please list the members of your research team. Name Role in the study e.g., Principal Investigator, co-investigator, community collaborator, other Primary affiliation e.g., UBC, other University or Health Authority, First Nation, external organization	Note that only the PI (person named as the UBC Principal Investigator) and those listed as Co-Investigators will be named on the certificates of ethical approval issued by the BREB. These members of the research team will need to have a CWL (campus wide login) in order to be included in the RISE application as PI or Co-Investigator.
Primary Pilot Contact Information Name: UBC email: Alternate email:	Please include the PI, co-investigators, and research team members who will have hands on involvement in the research (access to participants and/or their data). Also include any individuals outside the university who are supporting the research in a significant way (involved in recruitment, organizing/facilitating data

	collection activities, and contributing to data analysis, report writing and/or publications). These individuals may have dual roles as co-creators and research participants. You will be able to add more members to your team at a later date if needed.
	Please provide contact details here if we should be corresponding with someone in addition to the PI listed above. You can add your primary contact in the RISE ethics application (Box 1.2) after we have filled in the pages of the application on your behalf.

Submission response

Your Pilot Indigenous Ethics Application pre-screening has been successfully submitted.

What's Next

The BREB office will review your submission and will reach out to you via email to schedule a conversation.

You have also been emailed:

- A copy of your pre-screening responses
- A link to download the Pilot Indigenous Research Ethics Application

Questions? Please reach out to the BREB office (wendy.bond@ubc.ca and asmanahi.antoine@ubc.ca) and they will respond within one business day.

Appendix C | Pilot Application Questions and Supporting Content

The pilot application form is undergoing review and revision based on researcher, reviewer, and Working Group feedback. We kindly request that you do not export, cite, or publish content from this document without prior written permission. Please submit requests to wendy.bond@ubc.ca.

Indigenous-focused Ethics application questions	Question explanations (linked from each question)	Sample responses (linked from each question)
[Q1] Please list the Principal Investigator (must be a faculty member).	Explanation: While only UBC faculty members may be listed as PIs, this does not necessarily mean that they hold a more important role than other members of the research team. We require this because faculty are more likely to be reachable after the study closes, should we need to contact them. For the pilot, BREB staff are able to upload the names of team members into the RISE application on your behalf.	n/a
[Q2] Please provide a brief description of your research. Your description should include: - Research topic(s) and goal(s) - Who you are collaborating with (sponsors, organizations, First Nations, etc.) - Research methods/activities (an itemized list only is needed here) - What will be the outcomes of this research (e.g., actual reports, products or services resulting from the research) You will need to attach the research summary (research proposal, grant application, or similar document) to page 9 (Box 9.1).	Explanation: Your response will ground the BREB reviewers in your research. We recommend that you keep your description under 250 words. Key details to include are: - What is the study purpose? (1 or 2 sentences about the study purpose and goals) - Who are you collaborating/co-researching with? - What location/s will be used for research (data collection) activity? - What are the intended project outputs (not intended to include research benefits, but actual reports, products or services resulting from the research)? For clarity, describe your project in plain language and spell out acronyms in full. You will be asked about research participants and research activities in later questions.	Sample responses The purpose of our research is to answer [question/topic/hypothesis] is to develop [tools, systems, infrastructure, educational innovations, etc.] This research project will be working with [list the community, advisors, co-authors, sponsors/funders, etc.]. Research activity will occur entirely online (using Zoom, Teams, etc.) Research activity will take place in the PI’s lab space on UBC campus Research activity will take place on line (using Zoom) and in the field on the territory/lands of [include name of Indigenous community]. Our research output will include academic papers, a public exhibition, recommendations for, etc.

[Q3] Please describe the concrete/tangible benefits of your research: [Q3.a] to participants and ICCOs.	Your response will help the BREB reviewers understand how the community or band members will benefit from their involvement in the research. Benefits could include, e.g., delivery of a report that would inform future development, creation of a community asset, introducing new processes or training materials, contributing to an existing archive or creating infrastructure for a new repository, etc. Please mention if community members are being trained in new skills during the research. (Only in rare cases would a researcher be able to claim that their research will result in policy change.)	Sample response if research is providing a service to a specific ICCO The research outputs include a report requested by [Indigenous community]’s Leadership Council. The report will document feedback received from participants about the community’s social support programs and aid the community in the next stages of their strategic planning. In agreement with the Leadership Council, the researcher has been given permission to publish the findings as part of their PhD dissertation and to use the data as the basis for research endeavors with other Indigenous Communities. The research plan was co-developed with [Indigenous community leaders and team] who will review data collected, in hopes to further develop curriculum, programs and training that will benefit its members. After discussion with the ICCO, it was agreed that they would develop their own next steps after reviewing the research findings. If there is a role for the researchers at that point, we will discuss how we can support the community. Sample response (if research is serving the interests of a broader group or constituency) [excerpted with the permission of Dr. Sheryl Lightfoot] “This research intends to produce insights into the implementation of Indigenous human rights, intended to enhance knowledge of such practices by Indigenous peoples as well as state and non-state actors. The research will also collect data on what additional resources and tools Indigenous peoples need to advance decolonization and implementation of Indigenous human rights in various domestic and trans-national contexts. This data will be utilized to drive the next phase of this research partnership, which will aim to produce and disseminate such tools and resources at the community leader level.” Sample response (if the research involves the researcher’s family or peer groups) In working with my family members on finalizing the goals of this project, we have agreed that the collected stories will be shared with our community members as a historical record. My commitment to supporting family members and community is ongoing and includes presenting my findings at public events I have been invited to attend.
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		Sample response where research is a building block for a potential larger research program. This research project is one phase of an ongoing relationship with [Indigenous community]. My previous research delivered recommendations to the Leadership which I have been asked to pursue in the current research. Findings will be delivered to Leadership and will be used to design additional programs for supporting members of the community. I expect to continue using my connections with the community to support their goals both in a volunteer capacity and (potentially) as a contracted worker.
[Q3.b] Please describe the benefits to members of the research team.	In addition to learning about benefits to participants and research partners, the BREB will be looking for acknowledgement that the research team is also benefiting from their engagement with community partners and/or from undertaking the research.	Sample Responses for 3b (researcher/research team). The researcher is benefiting from time spent with experts in the community, e.g., Chiefs, Elders, Executives, etc., to build their own knowledge of [topic/area of expertise]. Our team is also hoping to develop further research grounded in the experiences gained through conducting this project. I have gained valuable insight that will make me a more effective professional in my chosen field (regional planning).
[Q4] Please describe the research team’s plans for ensuring reciprocal knowledge sharing with participants, community members, and others who may be affected once the research is done. Will you be undertaking any of the following activities? ☐ Co-hosting community event to share results ☐ Deliver results and/or recommendations to community partners ☐ Providing in-kind service to the community ☐ Returning data back to the community/contributors ☐ Other [Q4.a] Please add more details of your choices and explain if you chose “other.”	Your response will help the BREB reviewer to understand how knowledge will be shared with participants and ICCOs. This could be described in a communications plan or research agreement (including when, how and with whom findings will be shared) but neither of these is a requirement. You may also want to describe any events that will be scheduled (if known, when, where and who will be included), and how research findings will be delivered or stored on behalf of the ICCO.	Sample response (for students completing thesis/dissertation) The PhD candidate plans on creating a final plan with [Indigenous leaders and team] through regular meetings. During these meetings, the PI/Co-I will update on the research progress, data collection, and provide opportunities to ask questions or state concerns. This regular meeting will help to build rapport and continue clarifying how the community wishes to engage in the research and be recognized in publications resulting from the research. Participants will be invited to the researcher’s defense. Sample response for co-hosting a community event to share results. The research team and PI will work with the Nation to book space at their community hall, create and send invitations, get requests about catering the event, and co-develop an agenda and speakers for a ½ day event. We will also prepare small gifts to thank the Nation for their support. Sample response when results/and recommendations will be delivered to the community. The research team will provide a copy of the results to the Nation and their leadership team as written in the

		agreement and assist them to prepare the document to deliver to the nation if needed. Sample response when the researcher has offered in-kind services to the community. The co-investigator will be available (outside their research role and responsibility) throughout and after the research concludes to provide in-kind services (up to X hours) if the Nation thinks my skills would be useful.
[Q5] If you will be engaging with an ICCO for your research, please describe them, including how you have engaged with and built trust and relationships with the ICCO. If your research does not involve an ICCO, check here: ☐ N/A	When we refer to an "ICCO" in this application, it may signify: a First Nation, a collective of Indigenous communities, a community of practice or interest, an organization's Indigenous Advisory Board and/or its membership, a group of Elders who have agreed to steer the research project, or any combination of these. For a fuller explanation, see the Pilot introduction. The BREB is seeking to understand whether the research design and protocols have been guided (where appropriate) by the Indigenous partners. Explaining the research team’s experience and relations with the ICCO, will help the BREB reviewer to better understand the research context. Details may include how long you/the research team have been in relationship with the ICCO (e.g., “for 1 year prior to finalizing the ethics application” OR “the Indigenous Advisory has been active for 5 months”.) Other examples of relevant activity might include: ▪ attending events in the community ▪ connecting with an Elder ▪ volunteering for a relevant or affiliated organization ▪ prior collaborative work with members of the ICCO ▪ involvement in an earlier research project with the same or a similar participant group.	Sample response for research being conducted in the PI's/co-investigators own First Nation or Indigenous community/collective. The PI and co-investigator are from [Indigenous community] and have been in discussions with [Nation] leaders and their executive team who has been assigned to oversee the research for the past year to develop this research plan. Although both the PI and co-investigator are from the Nation, they do not live on [reserve/or treaty] lands but do have strong working and trusting relations with [Nation’s] leadership and their research team members. Sample response when researcher has recently engaged with the ICCO they are working with for this research. The PI is a member of [Indigenous community] and grew up in their community but in the past year has moved to [city]. This research project will involve a different ICCO. The PI has been working with support from their leadership and has met with their Executive Director. They are willing to act as a co-researcher on this project, as it will benefit [Indigenous organization]. Sample response for team led by Indigenous researcher with extensive Indigenous community involvement. This research will involve [Indigenous community] and Y Friendship Centre. The PI is a member of [Indigenous community] but grew up outside the community. The Co-investigator sits on the board of the Friendship Centre and is a member of [Indigenous community]. Other members of the research team are settlers who have extensive experience working with and researching in Indigenous communities in BC. Co-investigator M has been on contract with [Indigenous community] for the past 3 years and was appointed to the project by them. The research team has been working with both the [Indigenous community] and the leadership of the Friendship Centre for

		the past 12 months in designing the research proposal and submitting a grant application (pending approval). Sample response for team lead by non-Indigenous researchers with extensive Indigenous involvement. This research will involve [Indigenous community] and Y Friendship Centre. The PI and co-investigator are non-Indigenous but have extensive experience working in community on research with [Indigenous community] and Y Friendship Centre (respectively). The Co-investigator is currently an employee of Y Friendship Centre. Other members of the research team are settlers with extensive experience working in collaboration with and researching in Indigenous communities in BC. The research team has been working with both [Indigenous community] and the leadership of Y Friendship Centre for the past 12 months in designing the research goals, methods and desired outputs. Sample response graduate student project under supervision of Indigenous faculty member. The graduate student is a member of [Indigenous community] and has been discussing their research proposal with family members and others in the community who will be the focus of the research. Approval from Band Council is not needed for this research, as confirmed by ABC. The student and their supervisor (member of [Indigenous community]) have reviewed the protocols of the [Indigenous community] together and will be sharing the results of the study in a sharing circle with the community as requested by the council. Sample response for early career researcher with limited experience in Indigenous-focused research. Although the PI’s background in Indigenous research is limited, they have started to build relationships with the community where the proposed research will be situated. We have been advised by the Band Office and their Education Department who discussed the research proposal and shared their feedback. On the research goals and methods.
[Q6] What steps have you/the research team taken to become informed of and aligned with ICCO protocols and norms (if applicable)?	See our explanation of " protocols ." The BREB is seeking to understand how research team members have become informed about the specific protocols of the Indigenous community/s or organizations	Sample response (team led by Indigenous researcher). All members of the research team, except the research assistants, have completed OCAP® training. All members of the research team, including the research assistants, have completed the TCPS2 CORE tutorial, with a focus on

If your research does not involve an ICCO, check here: ☐ N/A. Please also clarify if you are engaging in research within your own Indigenous community/group.	involved in the research, if applicable. Activities might include having meetings with Elders, council members or knowledge holders/advisors from the community who have shared community protocols and preferred practices. If the community does not have its own recorded protocols, please describe what protocols you are following. We are looking for specifics, not a general statement. For example, stating that the principles of OCAP® are being followed is not sufficient to describe the protocols being followed. Secondly, the BREB will be looking for an explanation of relevant courses and other learning opportunities that research team members may have been involved in. The orientation/training of all members of the research team should be accounted for in your explanation.	Chapter 9. The PI was involved in research with [Indigenous community] while a graduate student [university] and uses their knowledge of protocols gained then to provide guidance to other members of the research team. All team members have also reviewed the terms of reference for this project, which describe appropriate ongoing ways of engaging. The recruitment and consenting procedures, as well as the structure of interviews and talking circles, have been designed to align with [Indigenous community’s] practices. An Elder will be present during all research activities to guide the proceedings. Sample response (team lead by non-Indigenous researcher). All members of the research team, except the research assistants, have completed OCAP® training. All members of the research team, including the research assistants, have completed the TCPS2 CORE tutorial, with a focus on Chapter 9. The PI was invited by [Indigenous community] to complete their PhD research [university] and uses their experience to provide guidance to other members of the research team. All team members have also reviewed the terms of reference for this project, which describe appropriate ways of engaging. The recruitment and consenting procedures, as well as the format of interviews and talking circles, have been designed to align with [Indigenous community]’s practices. An Elder will be present during all research activities to guide the proceedings. Sample response (graduate student conducting research in their own community; project under supervision of Indigenous faculty member). The graduate student returned to their community during the previous summer and spent time in conversation with Elders learning about their [Indigenous community’s] practices and history. The student and supervisory committee members have completed the TCPS2 CORE tutorial, with a focus on Chapter 9. The student drafted terms of reference for this project, with input from an Elder in the community and their supervisor.
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		The recruitment and consenting procedures, as well as the format of group discussions, have been discussed with family members who will also participate in the research. An Elder has agreed to offer support to the student should they need it or have questions. Sample response (early career researcher with limited experience in Indigenous-focused research). Similar details as team lead by non-Indigenous researcher.
[Q7] Is any form of agreement required with an ICCO on this research? ☐ Yes ☐ No ☐ Not applicable If yes, please describe the method used to reach agreement.	Your response will help the BREB reviewer to understand the protocols and norms for reaching and documenting agreement between the research team and its partners (ICCOs, etc.). A formal (contractual) agreement is not required, unless that is the partner’s (ICCO’s) preference.	Sample response (if yes and a formal agreement is required). A research agreement signed by the First Nation council and UBC is pending finalization and signature. If the agreement results in changes to the research project, an amendment will be submitted on this ethics application. Once finalized, the agreement will be uploaded to this ethics application (attached to page 9, Box 9.7). Sample response (if yes and an in-person agreement is required). After co-developing the proposal with members of the First Nations, we were invited to a council meeting and answered their questions. Approval of our research is recorded in the council minutes. This portion of the minutes is attached to page 9 (Box 9.7) Sample response (if yes and ethics approval is required before institutional review). The school district and their Indigenous Advisory will confirm approval after ethics approval has been granted. We will submit the approved ethics application for their review. A letter of approval will be issued. Research will not be undertaken until school district/school approval has been received. We will submit the confirmations of approval (attached to page 9, Box 9.7) once received and before beginning recruitment. Sample response (if no agreement is required). This project is being undertaken as part of an international initiative involving researchers in Canada and Australia. It draws on previous research that received substantial First Nations input and direction. The findings will also be used to inform future community-involved research projects.

[Q8] Please describe how participants will be acknowledged and/or compensated for their contributions to the research.	Your response will help the BREB reviewers to understand what arrangements have been made for compensation (including monetary, in kind, or other forms of recognition), where appropriate.	Sample response if monetary compensation is provided. After consulting with the ICCO leadership team about the research funding, we have agreed that participants will be compensated \$XX per participant. The full payment amount will be provided at the start of their participation and those who withdraw after initial participation will still be eligible to receive the full amount. Sample response if other forms of recognition are provided. After consulting with the ICCO and, with their guidance and consultation, they have decided they want their Nation’s name written on the title cover that recognizes their research partnership. Participants who wish to be associated with their contributions will be acknowledged in published materials. For exhibitions, the names of contributors will be acknowledged.
[Q9] How will research team members demonstrate accountability to participants and to ICCOs, if applicable?	Your response will help the BREB reviewer to understand what commitments have been made by the researcher to participants and ICCOs. If these are recorded in a research agreement or other documents, please indicate and attach the documents to page 9. Include a description of how you will stay connected and accountable to the ICCOs beyond the research term. If your research is iterative and future activities will be decided during a later phase, please describe how and when commitments will be decided.	Sample response if research is embedded in a specific community. The researcher has committed to: ▪ Providing quarterly reports to [Indigenous community] leadership outlining project progress. ▪ Writing up a final report in lay language that will be distributed to [Indigenous community] members within 3 months of the study closing. ▪ Attending an event hosted by [Indigenous community] to present findings and answer questions from community members. ▪ Be available to answer questions or address related concerns for 2 years after the study closes. ▪ Checking back with the community before publishing additional scholarly article or other materials deriving from the research. ▪ Creating a partnership to ensure that findings contribute to policy and/or practice changes. The details have been recorded in the research agreement attached to page 9 of the ethics application. Sample response if research is serving the interests of a broader group or constituency. Because the findings of this study will be of

		interest to multiple Indigenous communities within and outside Canada, the researcher will rely on existing communication channels to share the results. This study is part of a larger, ongoing research program and the benefits/commitments will be ongoing for several years. The researcher will continue to offer their knowledge/expertise as requested and appropriate. Sample response if the research is with the researcher’s family or peer group. The researcher will share his/her final report in lay language with family members at a community event. The report will include copies of some of the archival materials we looked at during our talking circles. I will share the report within 3 months of the study closing. I will learn more about the cultural protocols of returning my research findings to the community. I will collaborate with [Indigenous community] on an event hosted by them, to present findings to the wider community and answer their questions about my project. With my family members’ permission (after the research is completed), I will share the information with our community library.
[Q10] Please check (a) the types of risk that may be incurred by participants during your research and (b) indicate how each risk you identify will be mitigated. Type of risk ☐ Cultural ☐ Economic ☐ Human Rights ☐ Legal ☐ Mental/spiritual wellbeing ☐ Physical health ☐ Privacy ☐ Reputation ☐ Social ☐ Other (please briefly describe):	With descriptions of how the research may affect participants and the broader community, the BREB is looking for evidence that the researcher has considered the experience of being involved from multiple perspectives. The reviewer will be looking to see that the risks and mitigation outlined in this question are also included in documentation shared with invitees before they are asked to consent. If you select “other,” please describe the risk and explain your mitigation. Where possible, plans should be in place to reduce or eliminate risks that are most likely to occur, and which could have a significant impact on the participant; plans can include having a support person on hand; providing a list of resources in the community to all participants, or	Sample response if there is a potential for breaching cultural protocols. Based on early discussions within the community, and the researcher’s knowledge, there may be a risk of culturally sensitive information being shared without appropriate protocols being followed. To ensure that cultural knowledge is not used without appropriate permissions, all reports, materials, etc., will be reviewed with the knowledge owners before being distributed beyond the research team. The transcripts will be carefully reviewed to remove any of these details before the research team begins their analysis and report writing. Transcripts will also be given to participants for review and to instruct the researchers on any content they wish to have removed. The audio recordings (including culturally sensitive information) will be transferred to [Indigenous community]. Storage and use by the community are covered in the research agreement; this information is provided to participants in the consent form. Sample response if there is a potential for economic risks. Participants may be at risk if their employer or other institutions learn of

[For the pilot phase, the BREB recorded an estimate of risk in Section 4 of the RIsE ethics application.] Who might be at risk ☐ Individual ☐ Family Members ☐ Community How will you minimize or manage the risk?	offering participants the opportunity to invite a trusted person to accompany them. When planning for mitigation note that both informed consent and the right to withdraw from a research project (without providing a reason) are minimal standards for all research and should not be considered as risk mitigation steps. Also note that voice records and habits of speech (in direct quotes) may be identifiable in smaller communities. If this is a concern for participants, in addition to removing identifying details from transcripts, thought should also be given to how identifiable individuals will be if their voice or speech habits are shared with sponsors, research partners, or the broader public. If you are asking for permission to use direct quotes or to publish audio/video recordings, in addition to noting this in the consent form/script, we recommend that you reconfirm after the participant has completed their involvement. In instances where you anticipate emotional distress, the BREB encourages researchers to have a trusted person (other than a member of the research team) in place to support participants and to provide this information in the participant consent form. <i>The pilot supporting materials provided further explanation of each type of risk.</i> Economic risks might include loss of income, reduced employment or loss of other financial benefits as a result of participating in the research. In the event that potential economic impact would be felt by a larger group or community, a higher risk assessment may be required. Legal risks might occur when a participant:	their involvement in our research. To minimize the likelihood, we will conduct all discussions in a private setting and will remove all identifiers from transcripts. Participants will not be named and no identifying details will be included in any published materials, unless we receive their explicit permission. Sample response when the research is taking place in a country with a poor human rights record. As we will be collecting data in [country] where human rights are not guaranteed, we will not record any identifying details in our research notes/transcripts and will not keep a list of participants’ names or identifying details with our research files. Consent will be confirmed using a pseudonym chosen by the participant. Sample response if there is a potential for legal risks. Interview questions will be attached to the consent form (or described to the potential participant if consent uses a script only) so participants have time to think about what they want to share. The consent form will include a caution that the researcher is not seeking information about illegal activities that involve the participant or their cohort and will include a reminder at the beginning of the interview to not share the names of individuals. We will also inform the participant that the researcher will remove any potentially risky content from the transcript. Sample response if there is a potential for risks to mental/spiritual well-being. Mental and spiritual well-being care will be provided before, during and after the interview process in partnership with the ICCO Mental Health Support worker and the ICCO Spiritual Elder in Residence, who have both been working with the ICCO for many years and are well-known in the community. Sample response if research topics may cause short term distress/discomfort. Although some of the interview/focus group questions may cause temporary discomfort, invitees will be informed in advance of the topics of discussion and will be invited to contact the researcher if they have any concerns, before confirming their consent to participate. An Elder/member of [named support network] will be on hand during the interviews/focus group and will be available to provide support to participants. Participants will be reminded at the beginning of
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	- is asked to disclose information that could compromise their membership or standing in a recognized group. - is engaged in potentially illegal activity during the period of research - is asked to recount potentially illegal activities. These circumstances are not a barrier to inclusion in research as long as the risks to the participant are not elevated unreasonably. If research is taking place outside Canada, the researcher should be familiar with any legal constraints on collecting and transferring research data. Except where the research topic involves the illegal activity, researchers should endeavor to exclude documenting those activities as part of the research record (and demonstrate this is feasible). Social risks might include harms resulting from being associated with the research topic, especially when the topic is controversial or there is significant disagreement about the topic within a participant’s community. Risks to emotional, psychological or spiritual well-being might involve the effects of recounting past events, family histories, illness, or being exposed to distressing narratives. As long as the effects are short-term, experiencing distress may have longer term benefits to a participant. Where this is a concern, risks of suicidal ideation should be acknowledged. For guidance see Suicidal Risk Guidance. Physical risks would include the results of activities that are necessary to complete the research, e.g., outdoor/field trips, involvement in sports events, travel in areas with rough terrain, possible exposure to illness, etc. In behavioural research, we would not include the risks of	the interview/focus group that they may decline to answer any questions or absent themselves from the discussion without giving a reason. If needed, the session will be postponed or rescheduled. Participants will also be provided in advance with a list of relevant counselling services. Depending on the participant’s concerns, there will be an option to be interviewed instead of attending a sharing circle/focus group. Before any direct quotes are included in the findings, the identifiable details will be altered/removed, and the quoted content will be shared with each participant to confirm they agree to be quoted. Sample response if privacy may be compromised when the research involves group activities. Participants will be involved in group activities so absolute privacy is not possible. Participants will be given an option to have their words removed from transcripts before they are shared with other participants, with our research partners and before they are included in analysis. We will ask all participants not to share personal information about others outside the sharing circle and will remind them at the beginning of each group activity. We will also remind participants that they can choose not to share any personal information with the group. Regarding published materials, we will alter any identifying details unless a participant asks to be named or identified. They will be asked to confirm their preference when the transcript is shared with them. Sample response if privacy may be compromised when there are no group activities. Communications with participants will be blind-copied to reduce the risk of research team members or participants identifying other participants in the research. We will ask individuals for permission to include any direct quotes from them before they are included in publications. Sample response if research includes study documentation that cannot be de-identified. Because the research team will be unable to control how video materials are accessed once they are distributed, we will clearly state the risk of identification in recruitment and consenting documents. We will decline to enroll anyone in the study who does not
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	medical interventions as these would require clinical research ethics review. Keep in mind that if participants are already involved in similar activities (members of a sports league, hiking group, etc.) you would not need to record this as a risk. Privacy risks could include loss of confidentiality or data breaches. Your data management methods should be designed to reduce the likelihood of data being unintentionally shared and in accordance with how serious the risk of being identified would be. In circumstances where the impact could be severe, you may want to develop an SOP (standard operating procedure) that describes how the research team will manage data. Reputational risks might occur when the research topics elicit controversial or divisive opinions or where a participant’s credibility could be damaged by disclosure of their actions or opinions. Reputational risk might also occur within tightly knit groups where peer pressure is the norm (e.g., student groups). In these cases, we recommend that one-on-one interviews (rather than sharing circles) be used to gather data and that identifying characteristics of participants are altered or removed from the research record. Other. Before using this option, please ensure that the risk you have identified cannot fit in any of the above categories.	want to be captured on video [OR] Depending on the number of potential participants who do not want to be video-taped and if the schedule allows, we may offer an audio-only focus group. For the interview portion of our study, we will confirm at the beginning of the interview that the interviewee agrees to be video-taped. If they say no, we will collect audio only. Sample response if risks are social and/or to reputation. Social risks and/or risks to reputation may occur because the focus groups will involve members of the community who are known to one another and who may not agree on the points of view/opinions being shared. Although we cannot guarantee that individual participants in group activities will not experience discomfort as a result of disagreements, we will provide the discussion topics in advance of requesting consent (attaching to the consent form). We will also give participants the option to be interviewed one-on-one to ensure privacy. Identifying details will be removed from published materials, unless the participant wishes to be named; we will confirm their preference at the end of the interview/focus group.
[Q11] Who will your participants be? What characteristics would make them eligible or ineligible? Will any participants be under the age of 19? If yes, please provide their age range.	Your response will help the BREB reviewers understand what characteristics will determine a person’s eligibility to participate in the research (other than having consented, which is assumed for all participation). These might include their Nation affiliations, ethnicity, place of residence, education level reached, languages spoken, etc.	Sample response if adults only. Participants will be adults (over the age of 19) who are members of [insert community or affiliations] who have experience in... Sample response if youth are participating. Participants will be youth (ages 5 to 12 ages 12-19, etc.) who are involved/enrolled in [insert community, school, etc.] who are clients/members of [insert organization, health clinic, etc.].

	If participants are youth, please specify their age range and consider whether parental/guardian consent will also be needed (describe consenting details for both parent/guardian and youth in question 13). If there is more than one participant group and their eligibility criteria differ, please describe each group separately: e.g., (1) youth aged 13-17 enrolled in X program; (2) adult leaders of X program.	
[Q12] Please describe who will be involved (including community members) in inviting participants to join the study and what methods (formal and informal) will be used. If invitations to participate are led by the ICCO, we will not ask you to share their materials. If the research team is responsible for inviting potential participants, all materials used for this purpose (including recruitment scripts) will need to be attached to page 9. In either case, we request that you describe the specific steps involved.	The BREB will use the recruitment details provided here to ensure that recruitment materials attached to page 9 are consistent with what is described. Some protocols and norms favour in person, direct contact for recruitment over more formal letters of introduction. Please briefly explain if this is the case. If your recruitment is being handled by a partner organization or community, explain who will be recruiting and their relationship with potential participants. Recruitment may be by personal visit, phone call, email, posters in community, presentation at a community event, etc. Please specify how potential participants will be introduced to the research and by whom.	Sample response if recruitment is being done by members of the research team. The co-investigator [or PI, primary contact, etc.] will recruit potential participants using email addresses available from the website. The invitation letter is attached to page 9. Recipients will be invited to contact the PI or co-investigator by phone or email if they have any questions before deciding on whether to participate. Sample response if recruitment is being done by community members/ organizations. Community protocols indicate that in-person invitations are preferred. Under the guidance of the research advisory group, individuals will approach potential participants with information about the study. An information sheet prepared by the research team (attached to page 9) is provided for this purpose. Any questions about the study prior to confirmation of consent will be answered by members of the advisory group or the PI/co-investigator, depending on the individual's preference. Sample response if third parties will be informing potential participants about the research. Members of the research advisory will contact community members about their interest in participating in the research. With the individual's permission, the community member will pass on contact details to the PI/co-investigator for follow up. The invitation will then be emailed or discussed by phone/in person, depending on the invitee's preference.
[Q13] Please describe the process you will use to seek consent. Indicate how, when and by whom participants' consent will be confirmed.	The BREB is looking for the specific steps that will be used to seek and confirm consent, including: who will be distributing consent forms	Sample response if members of the research team will be facilitating consent. The PI [primary contact, co-investigator, etc.] will be sharing information at a community event where consent forms (including study

	▪ how they will be delivered to invitees (email, in person, etc.) ▪ and how consent will be confirmed (verbally, by signature) If you are following a community's protocols or norms for consent, we still ask that you describe what those are. If a consent script will be used instead of a consent document, attach the script to Box 9.2 and describe where and when it will be provided to an invitee. In the case of oral consent being used, you are encouraged to provide the participant with an information sheet that includes the essential details about what the participant is agreeing to and how they will be involved in the research. Please specify in your response that invitees will be given a reasonable amount of time to decide whether they wish to participate and to withdraw after consent. If you are unsure of what to include in the consent form/consent information sheet, see the Consent Form Guidelines for recommended content. The BREB will accept community-developed consent forms, but may request that some information be added.	information) will be available for those who wish to participate. Invitees will have at least 7 days to return their signed consent form. The consent form includes instructions for signing and returning the form by email. Those who are unable to return the form by email, or if they choose to consent verbally at the time of the interview, are asked to contact the co-investigator by phone or email to schedule their interview [talking circle/focus group participation]. Verbal consents will be recorded by the interviewer/focus group facilitator at the start of their participation. Sample response if consent is requested and recorded verbally. An information sheet about the study will be distributed by the researchers and community members several weeks before the planned event to anyone who is interested. The co-investigator will read the consent script (attached to Box 9.2) at the beginning of the interview/activity and will first ask the participant if they have any questions. Once all questions have been answered, they will be asked if they agree to participate and have their consent recorded via audio recording [or will be documented by the co-investigator]. Participants will also be provided with an information sheet that contains all consenting details to take away with them. Sample response if community leaders will be facilitating consent. Band office staff will be approaching potential participants during community events (or will be contacted by phone to share information, or will have the information sheet emailed to them, etc.) to provide them with an information sheet / consent form (attached to Box 9.2). Anyone who is interested will be directed to confirm their consent by contacting the co-investigator within 10 days. Anyone else who contacts a member of the research team will have the consent form either emailed or posted to them. All consent forms will be collected at the start of the [event]. If anyone prefers to give their consent verbally, consent will be recorded by audio at the start of the interview consent will be recorded by the meeting facilitator for each attendee before the sharing circle begins.
[Q14] Please describe the procedures for each type of research event/activity involving participants	The BREB will be looking for a clear but brief explanation of all the activities involving participants during your study. Please do not include details about recruitment,	n/a

(e.g., interview, survey, group discussion/talking circle, review of transcripts).	consent, or data storage. We are not looking for an explanation of “why” research activities are being undertaken, but rather “who, when, where and how.” Relevant details may include: 1. What the activity is (e.g., workshop, one-on-one interview, group discussion, survey) 2. Where it will occur (location if in person, platform used if online) 3. Who will lead the activity (member of the research team, e.g., PI, co-investigator, community member, etc.) 4. Who else will be present (approx. number of participants and who from the research team and/or community partners) 5. What types of data will be collected (e.g., health information, demographics, evaluations, responses to proposed plan, etc.) 6. How data will be recorded (audio, video, artist rendering, hand-written notes) 7. If video, what will be captured on the video (e.g., locations only, participant faces only, participants and by-standers) 8. What follow up will occur with participants (review of participant transcript, second event to share study results, knowledge exchange with participants and/or community, etc.)	
[Q15] In what formats will the data be collected and who will have access to each type of data? Check off all that apply. Data type ☐ Cultural materials (artwork, etc.) ☐ Video recordings (with identifying details)	The BREB’s primary concern with this question is to understand the levels of privacy and confidentiality that will be afforded to participants as a result of how their data are collected and who will be given access.	n/a

☐ Video recordings (with no identifying details, e.g., surrounding area only) ☐ Transcripts (with identifying details) ☐ Transcripts (with no identifying details) ☐ Photographs (with identifiable people) ☐ Photographs (with NO identifiable people) ☐ Signed consent forms (hard copy or electronic) ☐ Record of oral consent (including participant name)	The options distinguish between data types (e.g., photos, video and transcripts) that include identifying details and those that do not.	
[Q15 b] Who will have access to research data [each type of data checked off]? ☐ Research team ☐ Participants ☐ ICCOs, partners, funders/ sponsors	When checking off who will have access during research, please include not only those who receive copies of data, but also those who are present when data is being collected (e.g., during interviews, group discussions, sharing circles, etc.). When checking off who will have access after the study closes, include those who will have data (other than their own transcripts, photos, etc.) shared with them. "During research" refers to any activities up to the point when the research team has completed their data collection, analysis and reporting. "After study closes," refers to the sharing of data after analysis and reporting has concluded.	n/a
[Q16] Where and how will your research data be secured while the data are being stored and used by the research team?	Your response will help the BREB reviewers understand how data are being stored during the phases when you are collecting and analyzing data. For example, if you are gathering data in the field, indicate where data will be stored before it is transferred to a more permanent location. If you are recording interviews using your phone or other mobile devise, indicate this and briefly describe where it will be downloaded to. If you are collecting data on your laptop, indicate this and briefly describe where it will be downloaded to.	Electronic files will be collected on the co-investigator's laptop and then downloaded to UBC's OneDrive. Interview audio recordings will be collected using UBC Zoom with video deactivated, and then downloaded to UBC's OneDrive. Transcripts (with identifiers removed) will be stored on OneDrive. After review by the participant, their modified transcript will be stored in place of the full version. Signed consent forms (and other hard copy materials that include identifiable details) will be stored in a locked cabinet in the PI's office.

	Due to privacy concerns, the preference is to have research data stored on a UBC server or UBC OneDrive, rather than on devices (including laptops) or servers (such as Google Drive) which are located outside Canada. You may find useful information about securing data here: http://cio.ubc.ca/security-standards-home/information-security-policy-standards-and-resources. OneDrive offers storage and the ability to share files with collaborators/co-researchers both within and outside UBC (see https://it.ubc.ca/services/web-servers-storage/microsoft-onedrive) for more information. If you are creating keys to protect participant identities, ensure the key is stored separately from other data (such as transcripts and audio recordings). Hard copies of research materials (including cultural materials and signed consent forms) should be kept in a locked cabinet. Include an explanation here of how these will be stored.	Electronic versions of the signed consent forms will be stored on UBC's OneDrive. Cultural materials received from participants will be photocopied/photographed and images stored in a locked cabinet in the PI's office. Original prints will be returned to the participant. OR Cultural materials will be retained with participant's permission and will be stored in a locked cabinet in the PI's office unless they are being used for exhibition purposes.
[Q17] Will the community partner(s) (if applicable) have ownership of the data after the research closes? ☐ Yes ☐ No ☐ Not applicable	This question is asking specifically about the primary data collected (including identifying details of participants, if applicable). Answer “yes” if you will be transferring all data to the community partner for their use. Answer “no” if your community partners have opted to only receive study findings and/or data with identifiers removed. Answer “not applicable” only if the research does not involve any partnerships.	n/a
Q18: Will the data be stored at UBC on behalf of the community partner? ☐ Yes	Answer “yes” if the researchers have made an agreement to make data available as needed to the community partner.	n/a

☐ No	Answer “no” if the researchers have not made an agreement to store data for future use by the community partner or if there is no community partner involved in your research project.	
Q19: Will a copy of the data be stored at UBC? ☐ Yes ☐ No	<i>Note: In order to be compliant with UBC policy, either a copy of the data will need to be stored at UBC or procedures for accessing the data after the research concludes will need to be documented and attached to page 9 (Box 9.7).</i> We request that, at minimum, a copy of the data is stored at UBC (with oversight by the PI) for a minimum of 5 years after the date of publication. This allows the BREB (and UBC) to meet its obligation to make data available if a formal request is submitted. Data will only be released in compliance with any agreement made between the researcher/UBC and any partners who share ownership of the data. To review the related policies, see UBC Policy SC6 (Article 2.1.4). Answer “yes” if a copy of the data will be stored by the PI at UBC, even if data will be transferred to research partners (as owners or for future use by them). Answer “no” if your research agreement with partners stipulates that data will only be retained/stored by research partners. In this instance, we may ask you to provide more information about how data would be accessed should it be required for compliance purposes.	n/a
[Q20] Will participants or ICCOs be identified as part of the research? ☐ All participants will be unnamed and unidentifiable in published reports ☐ Participants will decide if they want to be named in published reports ☐ Participants will have the option to be listed as co-authors/co-presenters	The BREB will be looking for clarification of what options participants and ICCOs will have to be named or remain confidential. In your explanation, please describe how these decisions will be shared with participants and how they will confirm their choices. E.g., the consent form might include a space where participants choose their preference for whether or not to be identified in published materials.	Sample response when data are being collected on behalf of individual participants. The participant will have the opportunity to review the information gathered for approval before they decide if they want to be identified in published materials. Participants may decide to have their personal information removed, but approve use of their data for the research project. Sample response when data are being collected on behalf of a community/collective. As a collective decision between the ICCO and

☐ ICCOs will be acknowledged in published reports		research team, all identifiers of their community including their names, titles, roles, the First Nation's name, and community names will be removed. This also includes any potential identifiers, such as place names of mountains, lakes, and neighbouring towns or cities. If any participants change their mind after data collection is completed, they will have X weeks to ask that their identifiers be removed from the findings. After participants have confirmed their preferences, the ICCO will be provided with the transcripts to review and approve remaining identifying details. Once the researcher receives approval from [ICCO], the transcripts will be updated for distribution.
[Q21] Does any culturally sensitive data need to be kept fully private (not shared during dissemination). If so, please describe additional procedures you will follow for protecting the data. ☐ Yes ☐ No	Your response will help the BREB reviewers to understand any concerns there may be about culturally sensitive data (such as ceremony, family stories, songs, and language) and what assurances the researcher will provide to participants and ICCOs.	Sample response if the researchers will be using culturally sensitive data. The researchers have been given permission from the Nation to record cultural ceremonies (see research agreement). However, if during the ceremony a participant requests that no recording of their portion of the ceremony (song and story) is made, the researcher will stop recording. Researchers will be adaptable during the ceremony and will be prepared to make immediate adjustments to their plans if needed. Original recordings will be given to the ICCO, and the researcher will be given a copy and a signed agreement for use of the materials in their research project and published materials. A disclaimer will also be included with all research products that specifies materials may not be reproduced without prior written permission from the [ICCO].
[Q22] Please indicate whether research findings will first be shared with participants before broader distribution is undertaken. If no, please explain why. ☐ Yes ☐ No	The logistics of ensuring participants retain control over their data are sometimes overlooked in the procedures designed to share or distribute research findings. Please confirm that each participant will have the opportunity to review and approve use of their data before it becomes part of the research record or is shared more widely. The steps for participant review and making requested changes should be described in Question 14: "Please describe the procedures for each type of research event/activity involving participants (e.g., interview, survey, group discussion, review of transcripts)."	Sample response if data will not be shared with individual participants before it is shared with others. As disclosed in the consent form, participants are being asked to waive their right to review their interview transcript before it becomes part of the permanent record and is shared with others. However, audio records will be deleted after the transcript has been completed and all identifying details will be removed from the transcript. Participants may still request a copy of their audio recording/transcript and they will still have the opportunity (as stated in the consent form) to have their data withdrawn from the study within X weeks of being interviewed/submitting their survey responses/etc. Participants are informed that once data has been aggregated, we will be unable to remove their data.

	If you will be unable to share recordings or transcripts with participants in advance them being distributed more widely, answer "no" to this question and explain how participants will be informed. Regardless of the approach being taken, details should be covered during the consenting process.	
[Q23] How will research results be shared and/or published? Check off all that apply. ☐ Presented in the community ☐ Uploaded to Open Library ☐ Published in academic journals ☐ Presented at conferences ☐ Displayed in public exhibitions ☐ Included in course materials ☐ Shared for future research purposes ☐ Other <i>Please add more details below.</i>	Please include any use of data from this research project (covered by this ethics application) in your response and inform participants of all methods of distribution (using "non-academic" explanations) in the materials you share with them (consent forms, information sheets, etc.). For example, if your dissertation will be uploaded to Open Library, explain the purpose of this repository and who will have access to it. If you plan to display in public exhibitions you may need to seek separate participant agreement to use their intellectual property. In all cases, the BREB recommends that researchers implement a clear process for sharing research findings with participants who wish to receive them. A line in the consent form asking if the participant wishes to receive any reports, etc., from the research may serve this purpose. If other events will be organized to share the findings with participants and/or with ICCOs, these can also be described in invitation materials and in the consent form. Regarding references to "future research purposes," future use usually indicates that the data may be repurposed for other unspecified uses at a later time and/or by researchers other than the current research team. This is more common in clinical research, but if you anticipate such an occurrence and it is not already described in your research outcomes (Question 2), please include a request that participants consent to re-use of their data (for future unspecified purposes) or explain that a separate consent will be provided in future.	

Page 9. Documents	Pilot Instructions (what to include)
9.1. Research Proposal	Word (.docx) version of your pilot ethics application + any funding applications or research proposals We have uploaded your pre-submission responses for you
9.2. Documentation of Consent	Consent forms and scripts you will use with participants (do not include any agreements/MOU's/contracts, etc. with research partners)
9.3. Documentation of Assent	If youth are involved and their parental/guardian consent is required, attach the “assent” form that will be used in combination with the parental/guardian consent form you have attached to Box 9.2.
9.4. Advertisement to Recruit Participants (Ads, Posters, letters of initial contact, etc.).	Recruitment materials, including presentation/phone call scripts used for inviting potential participants, social media posts, email invites, posters, etc. - You do not need to create separate recruitment materials if your consent forms are serving the dual purpose of recruiting and consenting. - You do not need to include partner documentation if recruitment is being undertaken solely by the partner ICCO.

9.5. Questionnaire, Questionnaire Consent Cover Letter, Tests, Interview Scripts, etc.	Data collection documents, including interview scripts, outline of discussion group topics, questionnaires/surveys, etc.
9.6. Letter of Initial Contact	Letters of “initial contact” are not required unless you are sending separate invitation letters, in addition to consent forms (attached to Box 9.2) or recruitment materials (attached to Box 9.4)
9.7. Other Documents	Documents not already attached above or included on page 7. This could include (but not required): research agreements, correspondence (including copies of emails) with research partners showing agreement to collaborate, records of meetings with community partners, confirmation of community’s approval of your research, other materials that will support your research activities.
9.8. Websites and Social Media	



Appendix D | Evaluation Surveys for Researchers and Review Team Members

Pilot Project Feedback Questions for Researchers

[Cover email content]

On behalf of the BREB Indigenous initiative Working Group, I would like to thank you again for participating in our Indigenous-focussed research ethics application pilot project. We mentioned earlier that we would be seeking your feedback on the pilot form and processes. A link to the feedback survey is provided below. We also welcome an opportunity to meet with you if you would prefer.

How will we use your responses? We will be sharing aggregated feedback with members of our Working Group in order to evaluate the pilot and draft recommendations. We may want to include some direct quotes from your responses but will not associate them with your name unless you would like us to acknowledge your participation in the pilot. Space is provided at the bottom of the survey to indicate your preference, and you may change your mind later (until our report is distributed).

What happens next? We will be compiling and reporting on the pilot results and feedback, and drafting recommendations for moving forward. Your feedback will help us to determine our future path – whether this involves implementing an alternative behavioural research ethics application for Indigenous-focused research, or in working with other REBs and organizations to support their implementation of an Indigenous-focussed research ethics application. Our intention is to publish the findings and recommendations on the Office of Research Ethics website and to make them available to other interested REBs in Canada.

Researcher context	
1. Have you previously submitted any ethics applications to the BREB or other REBs?	Yes – UBC Yes – other No
1a. Please rank your agreement/disagreement with this statement, "My experience answering the questions in the Indigenous-focused ethics application was an improvement over the regular ethics application."	[branch from Q1 Yes] strongly agree somewhat agree neither agree nor disagree somewhat disagree strongly disagree
1b. Do you have additional comments about your comparative experience?	[branch from Q1 Yes] [open text]
2. Are you an Indigenous researcher?	Yes No Prefer not to say
3. How did you find out about the pilot?	Website/email notification/newsletter Supervisor Colleague Other
4. Who from your research team was involved in answering the pilot application questions?	PI Co-investigator/s Community advisors Others
5. Did you have any Indigenous partners for your project?	Yes No

6. Did you share the pilot application form and process with your research partners?	Yes No Not applicable
6a. Please explain why or why not.	[branch if yes or no] [open text]
Process for starting and submitting your pilot application	
7. Did you meet with anyone from BREB before submitting your pilot application form?	Yes No
7a. If yes, what was helpful and what could have been improved in those initial meetings? (e.g., structure, length, location, topics covered, who attended)	[branch] [open text]
7b. If you did not meet with anyone, when thinking back, would it have been helpful to talk about your research project with BREB members before completing your pilot application form?	[branch] Yes No
7c. How would a meeting have helped?	[branch 7b = yes] [open text]
Working on your pilot application form	
8. Did you use the linked explanations to help in answering the pilot questions?	Yes No
8a. If Yes, did you find the linked explanations helpful?	[branch 8 = yes] Yes No
9. Did you use the sample responses to help in answering the pilot questions?	Yes No
9a. If Yes, did you find the sample responses helpful?	[branch 9 = yes] Yes No
10. Did you use any other resources to help you answer the pilot questions? (e.g., BREB website: https://researchethics.ubc.ca/behavioural-research-ethics/indigenous-research-and-ethics-review)	Yes No
10a. If yes, which resources did you use?	[branch 10 = yes] [open text]
11. Were there any resources you wished had been available?	Yes No
11a. If yes, please describe what resources would have helped.	[branch 11 = yes] [open text]

The remainder of the survey is related to specific questions in the pilot application form. Please respond to the statements included under each pilot question.

Q3: Please describe the concrete/tangible benefits of your research.

Q3a: To participants and ICCOs

Q3b: To members of the research team

I understood the question	Yes No
If no, please describe how it could have been improved.	[branch = no] [open text]
This question is important for describing Indigenous-focused research.	Strongly disagree Somewhat disagree neither agree nor disagree/no opinion Somewhat agree Strongly agree

Q4: Please describe the research team’s plans for ensuring reciprocal knowledge sharing with participants, community members, and others who may be affected once the research is done. Confirm which of the following you will be undertaking:

3 questions as in Q3

Q5: Please describe the ICCO with which you are engaging (if applicable). Please include in your description how you have engaged with and built trust and relationships with the ICCO.

3 questions as in Q3

Q6: What steps have you/the research team taken to become informed of and aligned with ICCO protocols and norms (if applicable)?

3 questions as in Q3

Q7a: If yes, in what form will the agreement be finalized and communicated to the research team?

Q7b: If no, please explain the origins of your research

3 questions as in Q3

Q9: How will research team members demonstrate accountability to participants and to ICCOs, if applicable?

3 questions as in Q3

Q10. The risk question combines 2 parts of the standard ethics application (level of risk and risk mitigation) and provides suggestions for types of risk that might need to be considered, e.g., cultural, economic, legal, etc.

I was able to use the breakdown of risk types to describe the risks in my research.	Strongly disagree to strongly agree
I understood the question.	Yes No
If no, please describe how it could have been improved.	[branch] [text box]
This question is important for describing Indigenous-focused research.	Strongly disagree to strongly agree

Q12: Please describe who will be involved in inviting participants to join the study (including community members) and what methods will be used. Unless invitations are led by the ICCO, all materials, including scripts, will need to be attached to page 9. In either case, we request

that you describe the specific steps involved.

3 questions as in Q3

Q15: In what formats will the data be collected and who will have access to each type of data? Check off all that apply.

I was able to use the list of data types and the groups indicated to describe who would have access to the data.	Strongly disagree to Strongly agree
3 questions as in Q3	

Q16 through Q19: The pilot application was looking for how ownership of research data would be managed in accordance with OCAP and similar principles of ownership, control, access and possession.

Q16: Where and how will your research data be secured while the data are being stored and used by the research team?

Q17: Will the community partner(s) (if applicable) have ownership of the data after the research closes?

Q18: Will the data be stored at UBC on behalf of the community partner?

Q19: Will a copy of the data be stored at UBC?

I understood the questions in this set.	Yes No
If no, please describe how they could have been improved.	[branch] [open text]
These questions are important for describing Indigenous-focused research.	Strongly disagree to Strongly agree

Q20: Will participants or ICCOs be given the option to be identified as part of the research, or to maintain their confidentiality? Options:

- All participants will remain confidential (unnamed in published reports)
- Participants will have the option to be named in published reports
- Participants will have the option to be listed as co-authors/co-presenters
- ICCOs will be acknowledged in published reports

3 questions as in Q3

Closing Questions	
Is there anything more about your experience as a pilot participant you would like to share?	[open text]
Would you be willing to meet with us to go over your feedback?	Yes No
Would you like your participation in the pilot to be acknowledged in published reports?	Yes No
If you have answered “yes” to either of the questions above, please include your full name and email address so we can get in touch.	Full Name: Email: _____

Pilot Project Feedback Survey for Review Team Members

Dear Indigenous Ethics Application Pilot Review Team members,

Thank you again for your important contributions to the pilot project. I am providing a link below to the reviewer feedback survey. We would appreciate your responses before the in-person meeting (October 14) where we will be discussing your experiences and feedback in more detail. If you are unable to attend the in-person session, please complete the survey and, if time allows, we can go over your feedback in a separate meeting.

Please note: the procedures for uploading and reviewing the pilot application form were designed as a temporary measure. We will not be recommending proceeding in this way – i.e., splitting the review process between RISE and Teams – so we are not looking for your feedback on reviewing ethics applications under those conditions.

Our questions focus on your experience of reviewing the pilot application (e.g., benefits and challenges, reviewing in teams, meetings to discuss review outputs) and your assessment of the pilot application questions and supporting materials themselves. Where indicated, we are planning to explore the questions in more detail during our in-person session, but feel free to add your comments here as well. It will help in planning the agenda for our October 14th discussion.

Pilot Project General	
Do you have any feedback on the Guiding Principles drafted for the pilot project?	[open text]
Do you want to be named as a member of the pilot review team in published reports (e.g., accessible on the ORE website and in materials provided to the VPRI, ISI funder, provincial REB members)?	Yes No
If yes, how would you prefer to be identified?	[branching]
Pilot Review Process	
[a] Did you look in the pilot applicant's folder in the Teams site for additional information about the researcher, (e.g., correspondence, pre-submission form, etc.)?	Frequently Occasionally Only if information was missing from the application form Rarely/never
[c] Did you use any other resources (including on the BREB website, First Nation website, other/previous ethics reviews, other sources) to help you in your reviews?	Yes No
[d] If yes, what resources did you find useful?	[branching]
Did you read/review the research/grant proposals attached to Box 9.1 of the ethics applications?	Frequently Occasionally Only if information was missing from the application form Rarely/never
The pre-reviewer's comments helped me with my review	Strongly agree Somewhat agree Somewhat

	disagree Strongly disagree
How did the pre-reviewer's comments help and what suggestions do you have for improvement?	[open text]
Did you refer to the question explanations during your reviews?	Frequently Occasionally Only if information was missing from the application form Rarely/never
How were the question explanations helpful or not helpful for your reviews?	[open text]
The question explanations are a useful tool for researchers.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
Did you refer to the sample responses during your reviews?	Frequently Occasionally Only if information was missing from the application form Rarely/never
How were the sample responses helpful or not helpful for your reviews?	[open text]
The sample responses are a useful tool for researchers.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
The pilot review team meetings were helpful for my review process.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
How did the review meetings help and how could they have been improved?	[open text]

The remainder of the survey is related to specific questions in the pilot application form. Please respond to the statements included under each pilot question. Where you are asked for additional feedback, please consider the question design, word choices, appropriateness in the Indigenous research ethics context, and how well researchers were able to successfully answer the question.

Q2: Please provide a brief description of your research. Your description should include:

- Research topic(s) and goal(s)
- Who you are collaborating with (sponsors, organizations, First Nations, etc.)
- Research methods/activities (an itemized list only is needed here)
- Research location(s)
- What will be the outcomes of this research (e.g., actual reports, products or services resulting from the research)

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q3: Please describe the concrete/tangible benefits of your research.

Q3a: To participants and ICCOs Q3b: To members of the research team

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q4: Please describe the research team's plans for ensuring reciprocal knowledge sharing with participants, community members, and others who may be affected once the research is done. Confirm which of the following you will be undertaking:

- ☐ Co-hosting community event to share results
- ☐ Deliver results and/or recommendations to community partners
- ☐ Providing in-kind service to the community
- ☐ Returning data back to the community/contributors
- ☐ Other

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q5: Please describe the ICCO with which you are engaging (if applicable). Please include in your description how you have engaged with and built trust and relationships with the ICCO.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q6: What steps have you/the research team taken to become informed of and aligned with ICCO protocols and norms (if applicable)?

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q7: Is agreement required from an ICCO on this research?

Q7a: If yes, in what form will the agreement be finalized and communicated to the research team?

Q7b: If no, please explain the origins of your research.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q8: Please describe how participants will be acknowledged and/or compensated for their contributions to the research.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q9: How will research team members demonstrate accountability to participants and to ICCOs, if applicable?

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q10. Risk Question: this question combines 2 parts of the standard ethics application (risk assessment and risk mitigation) and provides suggestions for types of risk that might be considered.

[a] The question is relevant for Indigenous-focused research.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] The breakdown of risk types was helpful for my review.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[c] The breakdown of who would be at risk was helpful for my review.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[d] Do you have additional feedback on this question?	[open text]

Q11: Who will your participants be? What characteristics would make them eligible or ineligible? Will any participants be under the age of 19? If yes, please provide their age range.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q12: Please describe who will be involved in inviting participants to join the study (including community members) and what methods will be used. Unless invitations are led by the ICCO, all materials, including scripts, will need to be attached to page 9. In either case, we request that you describe the specific steps involved.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q13: Please describe the process you will use to seek consent. Indicate when and by whom participants' consent will be confirmed.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q14: Please describe the procedures for each type of research event/activity involving participants (e.g., interview, survey, group discussion, review of transcripts).

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on this question?	[open text]

Q15: In what formats will the data be collected and who will have access to each type of data? Check off all that apply.

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] The breakdown of data types was helpful for my review (e.g., Cultural materials, Photographs, Video recordings, etc.).	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[c] Do you have additional feedback on this question?	[open text]

Q16 through Q19: The pilot application was looking for how ownership and distribution of research data

would be managed in accordance with OCAP and similar principles of ownership, control, access and possession.

Q16: Where and how will your research data be secured while the data are being stored and used by the research team?

Q17: Will the community partner(s) (if applicable) have ownership of the data after the research closes?

Q18: Will the data be stored at UBC on behalf of the community partner?

Q19: Will a copy of the data be stored at UBC?

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on these questions?	[open text]

Q20: Will participants or ICCOs be given the option to be identified as part of the research, or to maintain their confidentiality? Options:

- ☐ All participants will remain confidential (unnamed in published reports)
- ☐ Participants will have the option to be named in published reports
- ☐ Participants will have the option to be listed as co-authors/co-presenters
- ☐ ICCOs will be acknowledged in published reports

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on these questions?	[open text]

Q21: Does any culturally sensitive data or property need to be kept fully private (not shared during dissemination). If so, please describe additional procedures you will follow for protecting the data. Yes | No

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on these questions?	[open text]

22: Please indicate whether research findings will first be shared with participants before broader distribution is undertaken. If no, please explain why. Yes | No

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on these questions?	[open text]

Q23: How will research results be distributed and/or published? Check off all that apply.

- ☐ Uploaded to Open Library
- ☐ Published in academic journals
- ☐ Presented at conferences
- ☐ Displayed in public exhibitions
- ☐ Included in course materials
- ☐ Distributed for future research purposes

☐ Other (Please add more details below.)

[a] The question is relevant for Indigenous-focused research	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
[b] Do you have additional feedback on these questions?	[open text]

Do you have any additional feedback that has not been covered above?

Please also use this space to list any topics in particular you would like to be discussed at our Pilot review team meeting.

Appendix E | Detailed Evaluation Results from Researchers

Table 1: Overview of participants	
	N (%)
Number of responses	19 (100%)
Previous REB submission experience	
No	2 (10%)
Yes, at other institution	3 (16%)
Yes, at UBC BREB	14 (74%)
Indigenous self-identity	
No	10 (56%)
Yes	8 (44%)
Missing	1
How heard about pilot	
Email notification	6 (33%)
Supervisor or colleague	9 (50%)
Website	1 (6%)
Other	2 (11%)
Missing	1

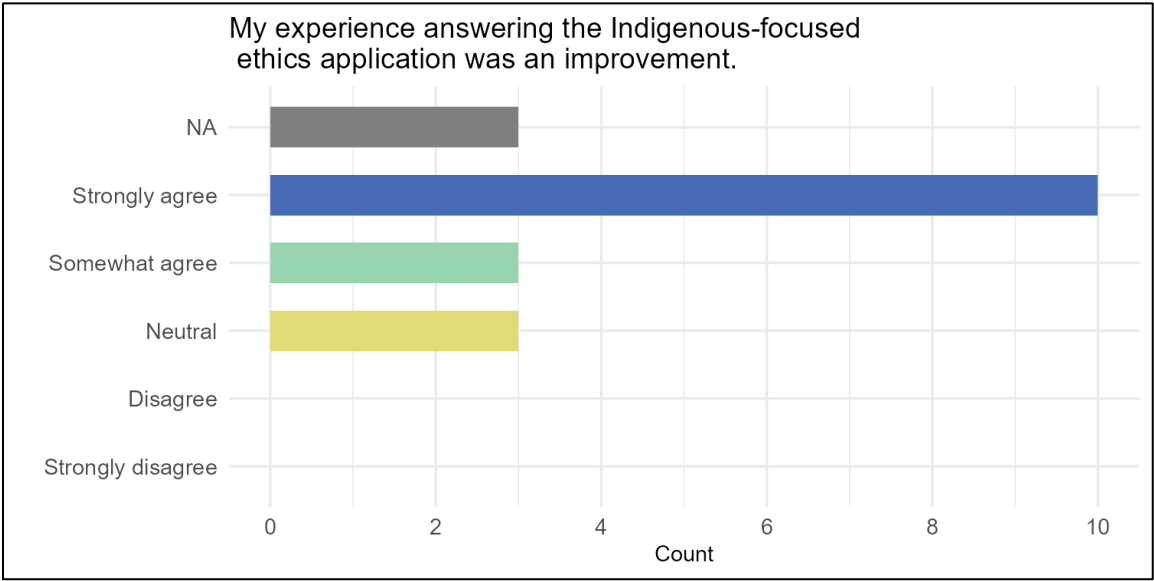
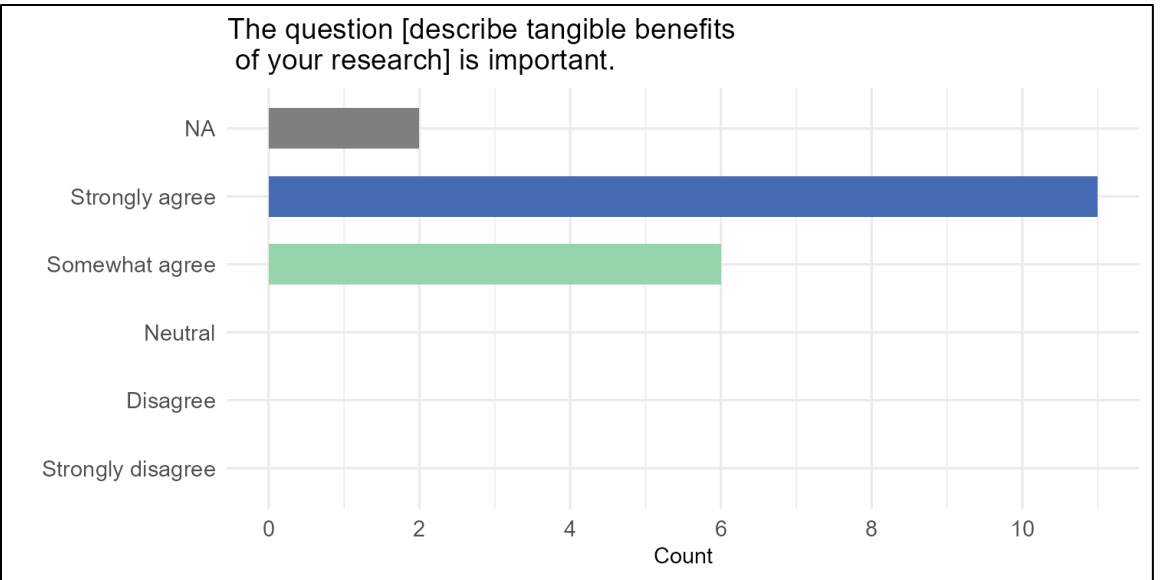


Table 2: ICCO involvement	
	N (%)
Project had Indigenous partners	
No	5 (26%)
Yes	14 (74%)
Research team members involved in pilot application [select all that apply]	
PI	12 (71%)
Co-investigator(s)	12 (71%)
Community advisors	4 (24%)
Missing	2
Shared application with ICCO partners	
No	7 (37%)
Yes	8 (42%)
Not applicable	4 (21%)

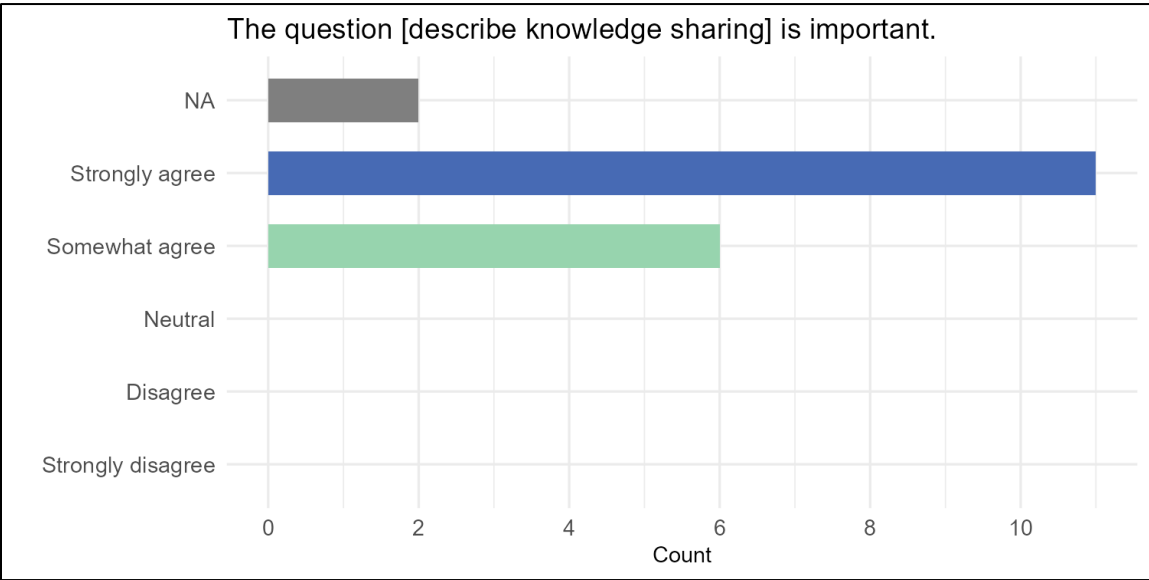
Table 3: Meeting with BREB	
	N (%)
Met with BREB	
No	2 (11%)
Yes	17 (89%)
If not, would meeting have been helpful	
Yes	2 (100%)

Table 4: Application features	
	N (%)
Used linked explanations	
Yes	19 (100%)
Found explanations helpful	
No	1 (6%)
Yes	17 (94%)
Missing	1
Used sample responses	
No	2 (11%)
Yes	17 (89%)
Found sample responses helpful	
No	1 (6%)
Yes	15 (88%)
Not applicable	1 (6%)
Missing	2
Used other resources	
No	9 (47%)
Yes	10 (53%)
Wished additional resources had been available	
No	13 (68%)
Yes	6 (32%)

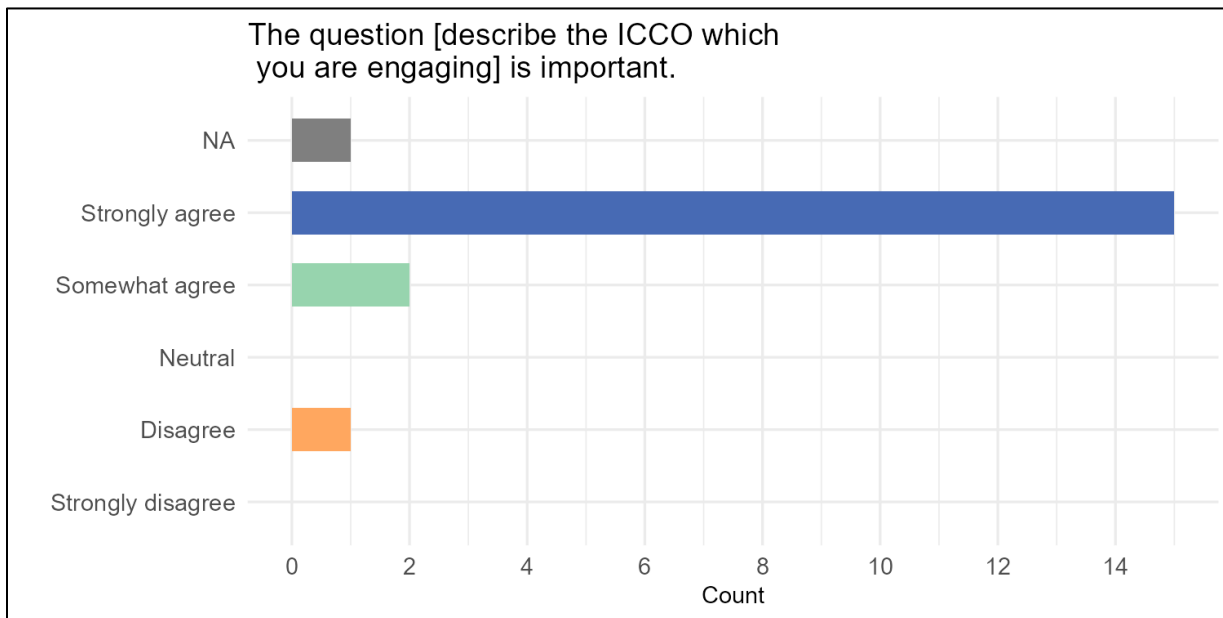
Describe the concrete/tangible benefits to ICCO and members of the research team.	
	N (%)
Understood the question	
No	3 (16%)
Yes	16 (84%)



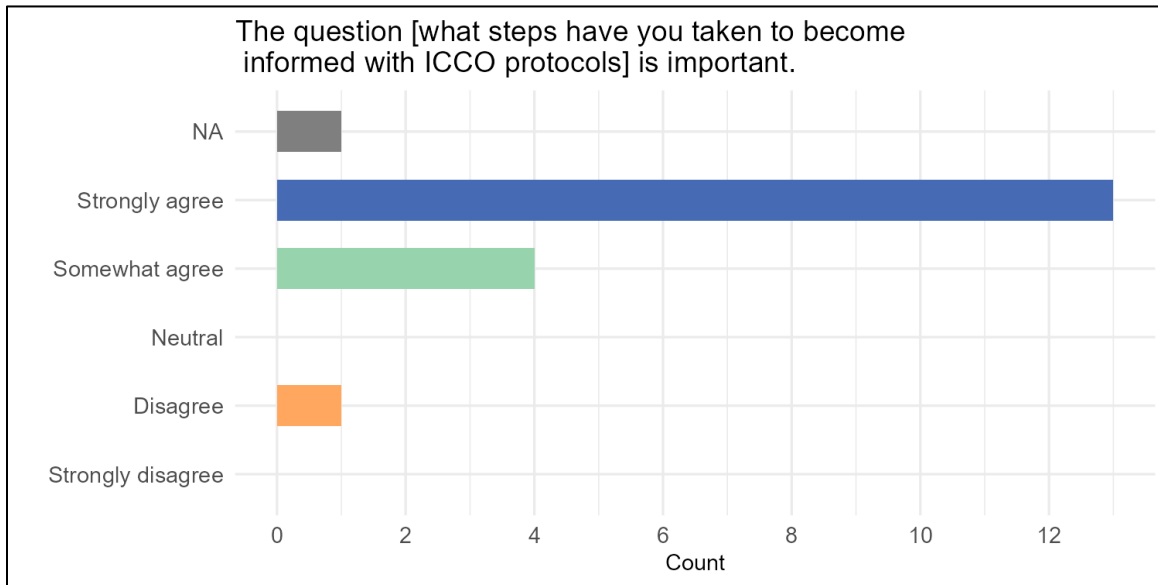
Describe knowledge sharing with participants and ICCOs.	
	N (%)
Understood the question	
Yes	18 (100%)
Missing	1



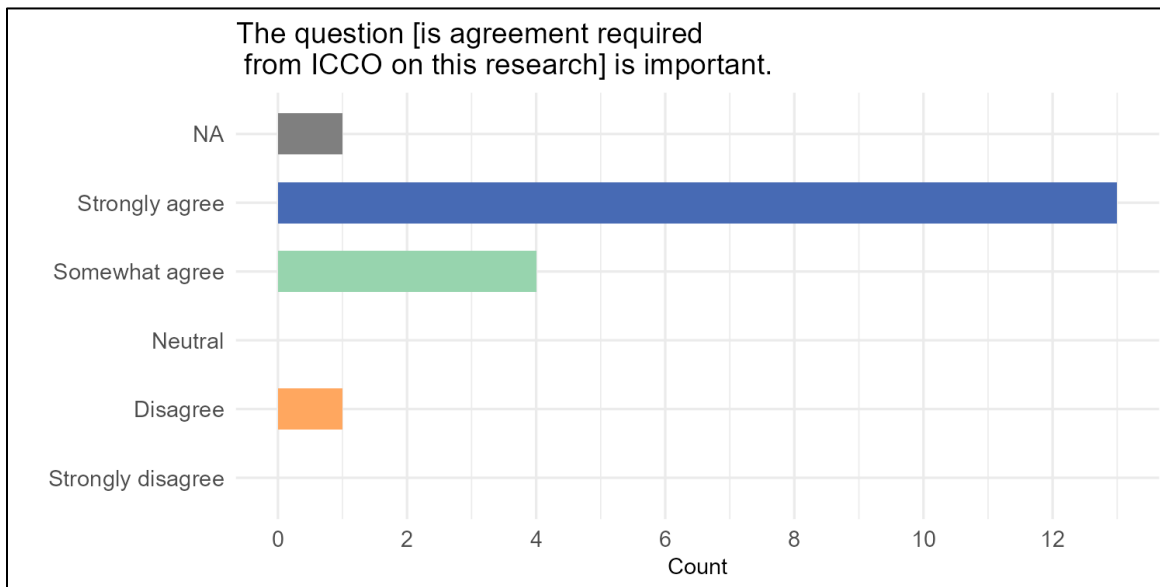
Describe the ICCO with which you are engaging.	
	N (%)
Understood the question	
No	2 (11%)
Yes	16 (89%)
Missing	1



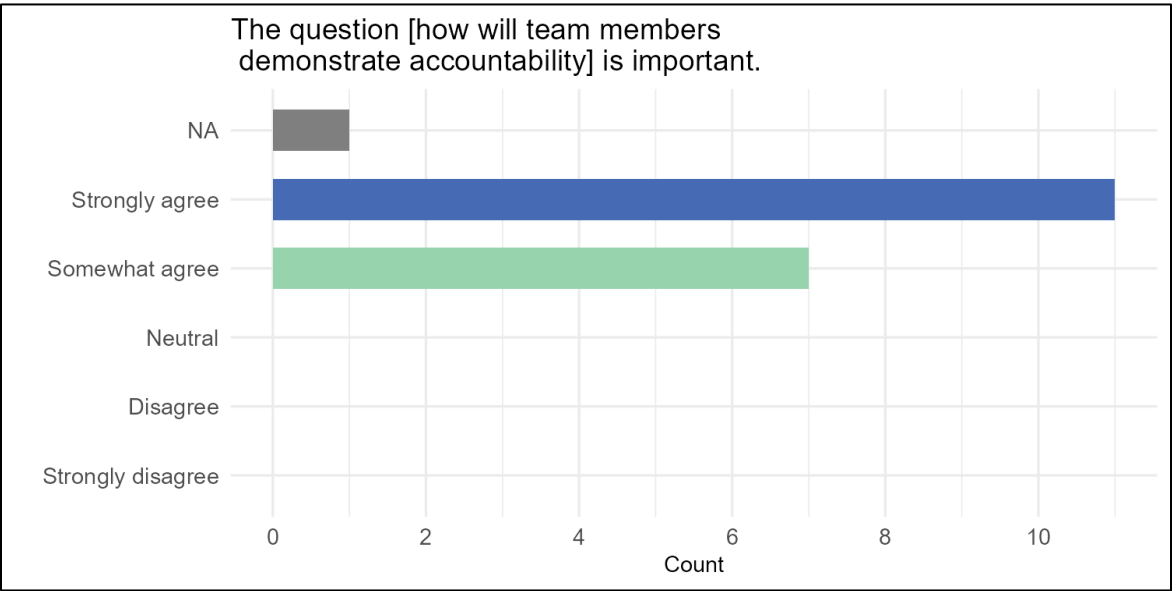
Describe steps taken to become informed and aligned with ICCO protocols.	
	N (%)
Understood the question	
No	2 (11%)
Yes	16 (89%)
Missing	1



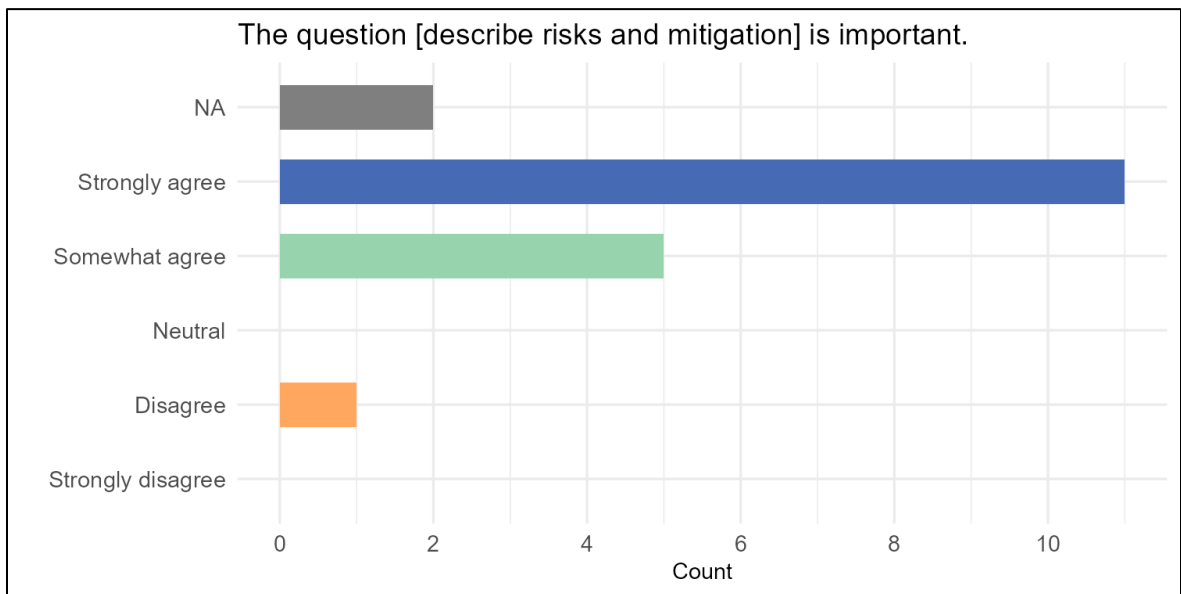
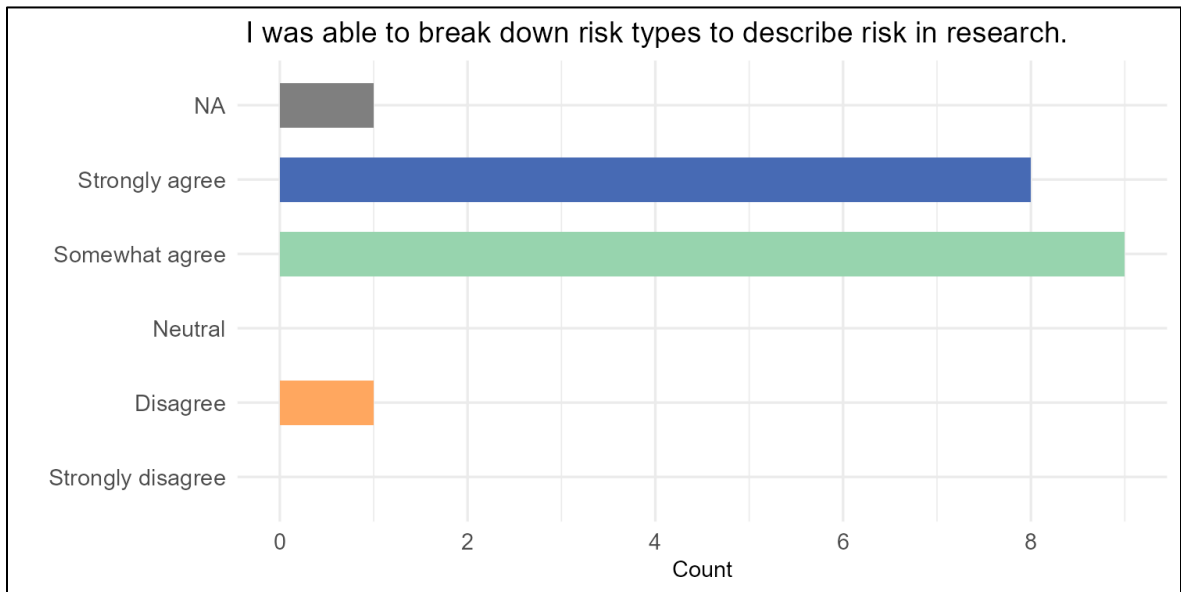
Is agreement required from ICCO for this research?	
	N (%)
Understood the question	
No	2 (11%)
Yes	16 (89%)
Missing	1



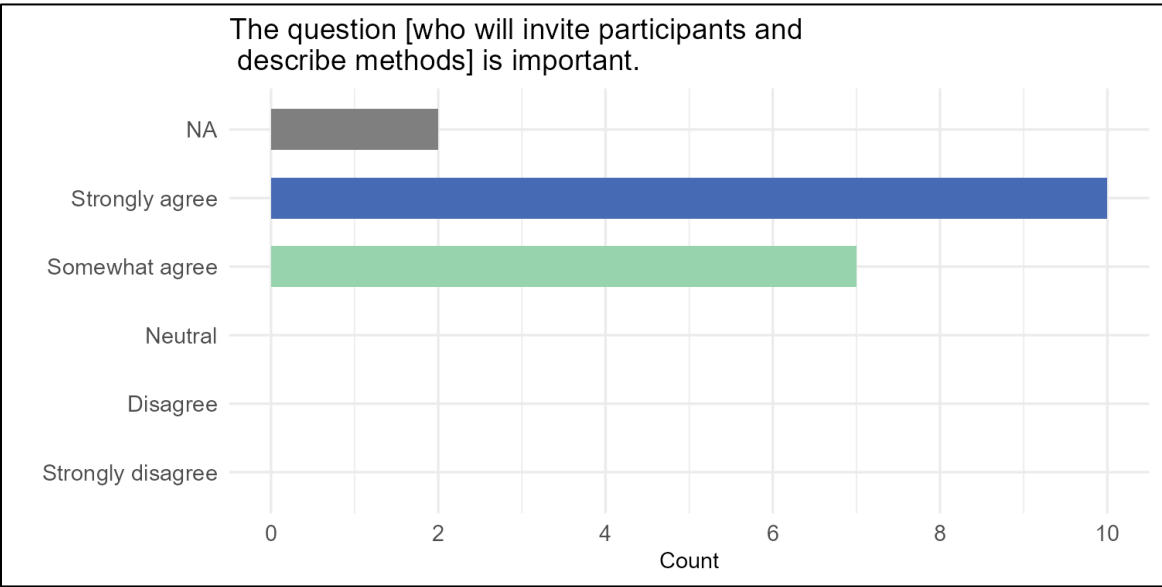
How do team members demonstrate accountability to participants and ICCOs?	
	N (%)
Understood the question	
No	3 (17%)
Yes	15 (83%)
Missing	1



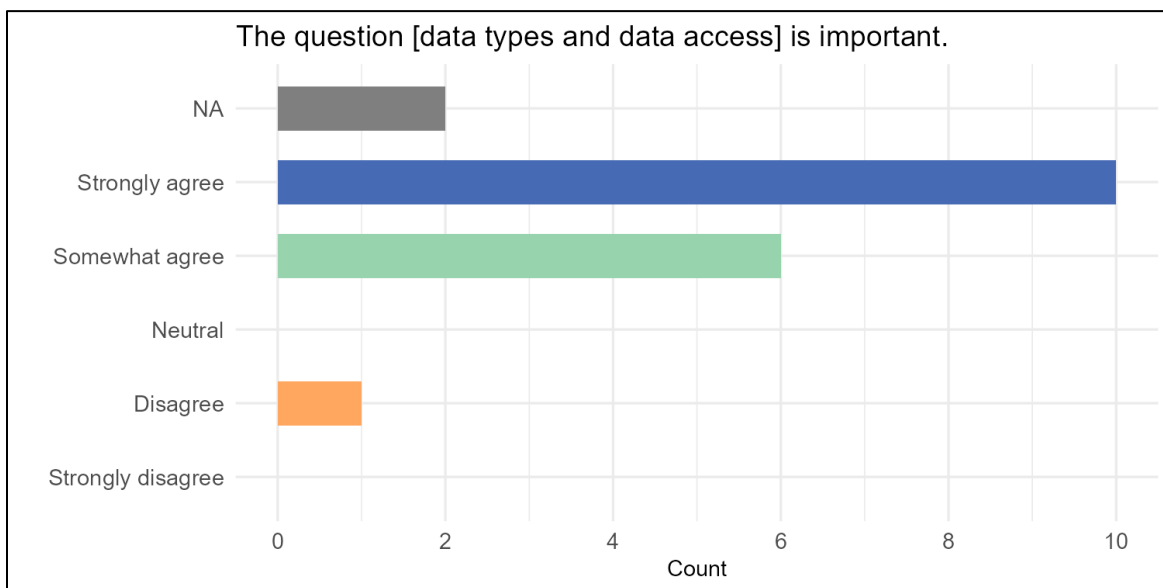
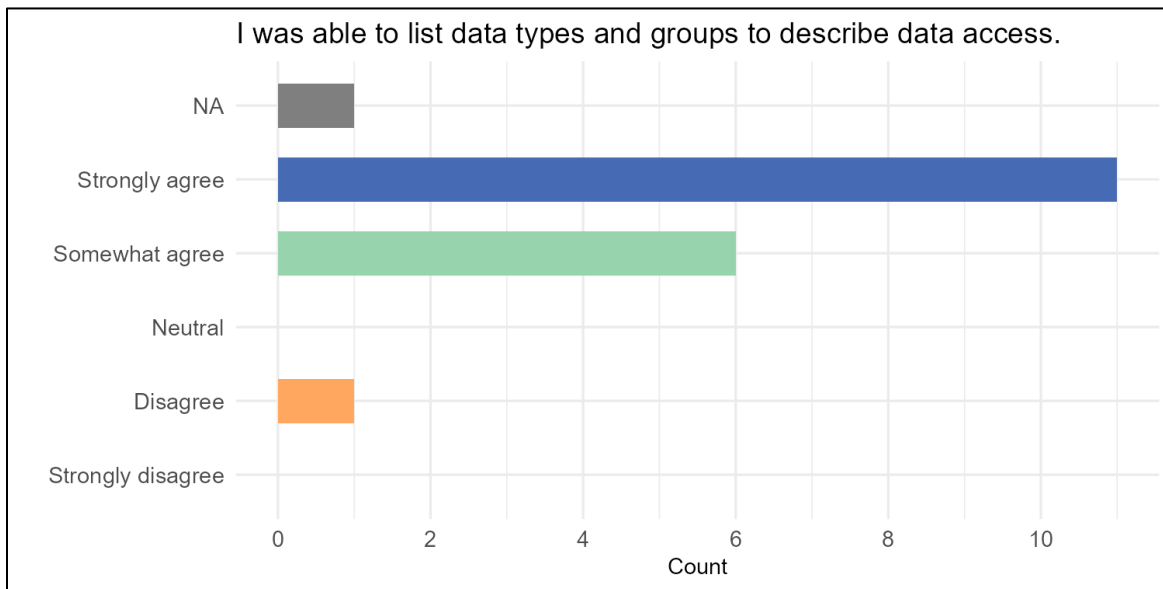
Describe level of risks and mitigations and provides suggestions for risks that might need to be considered.	
	N (%)
Understood the question	
No	4 (17%)
Yes	14 (83%)
Missing	1



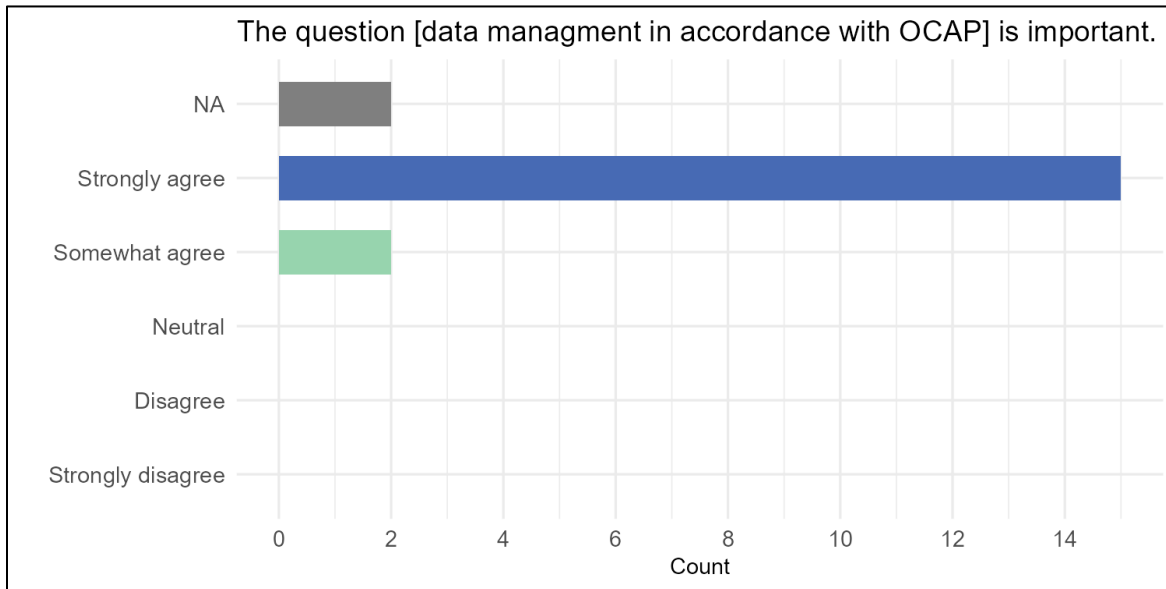
Who will be involved inviting participants and methods used?	
	N (%)
Understood the question	
No	1 (6%)
Yes	17 (94%)
Missing	1



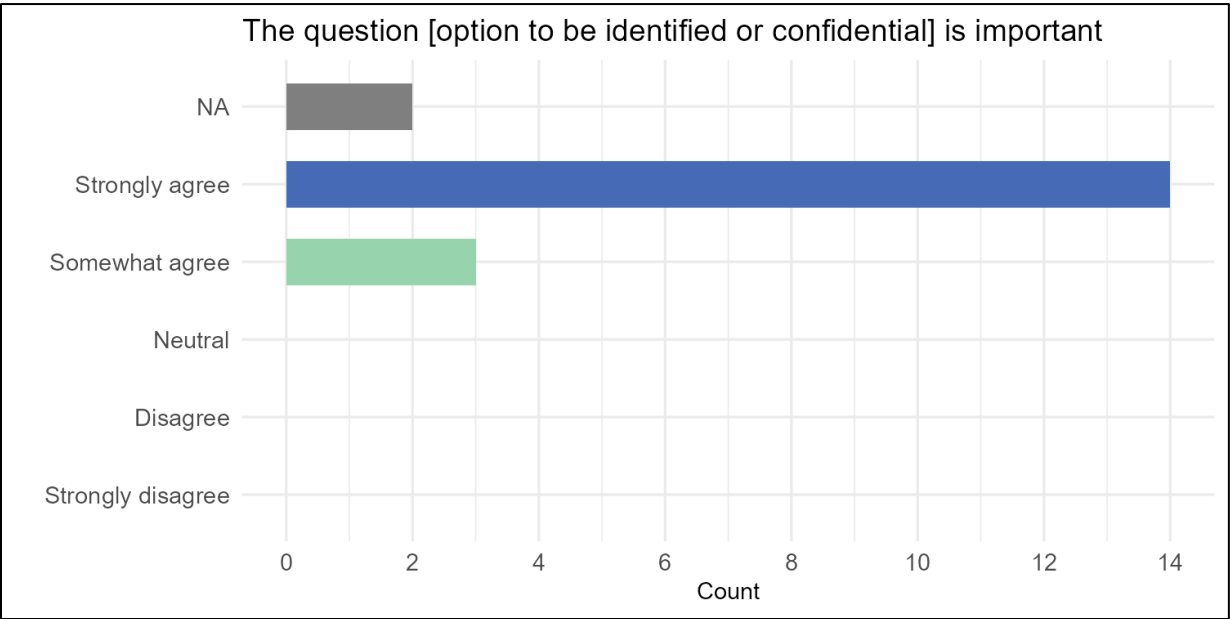
In what formats will data be collected?	
	N (%)
Understood the question	
No	3 (17%)
Yes	15 (83%)
Missing	1



Data ownership in accordance with OCAP® or similar principles?	
	N (%)
Understood the question	
No	1 (6%)
Yes	17 (94%)
Missing	1

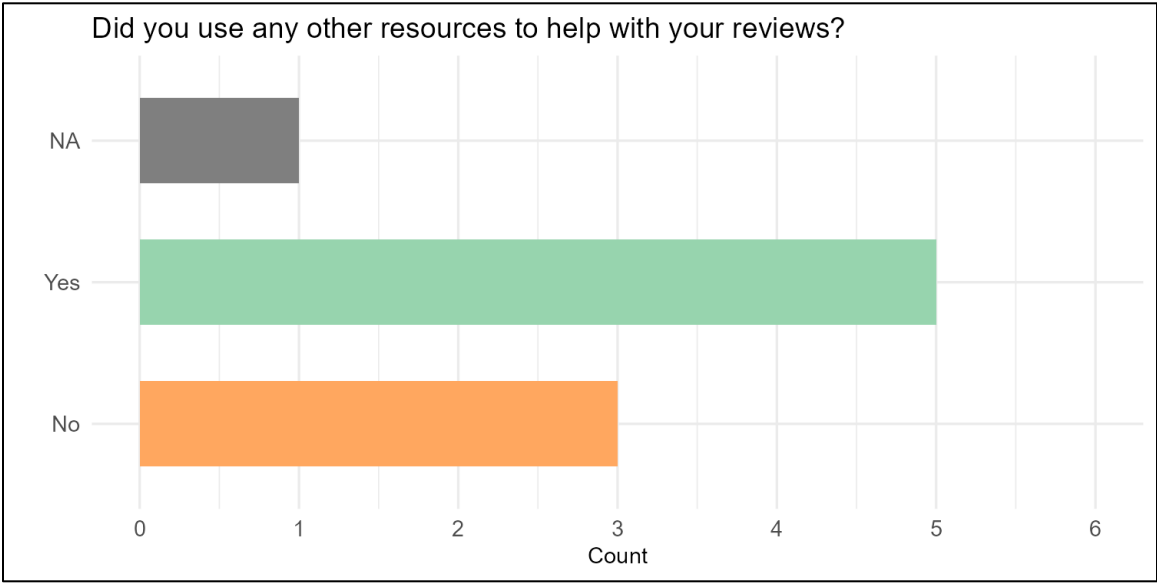


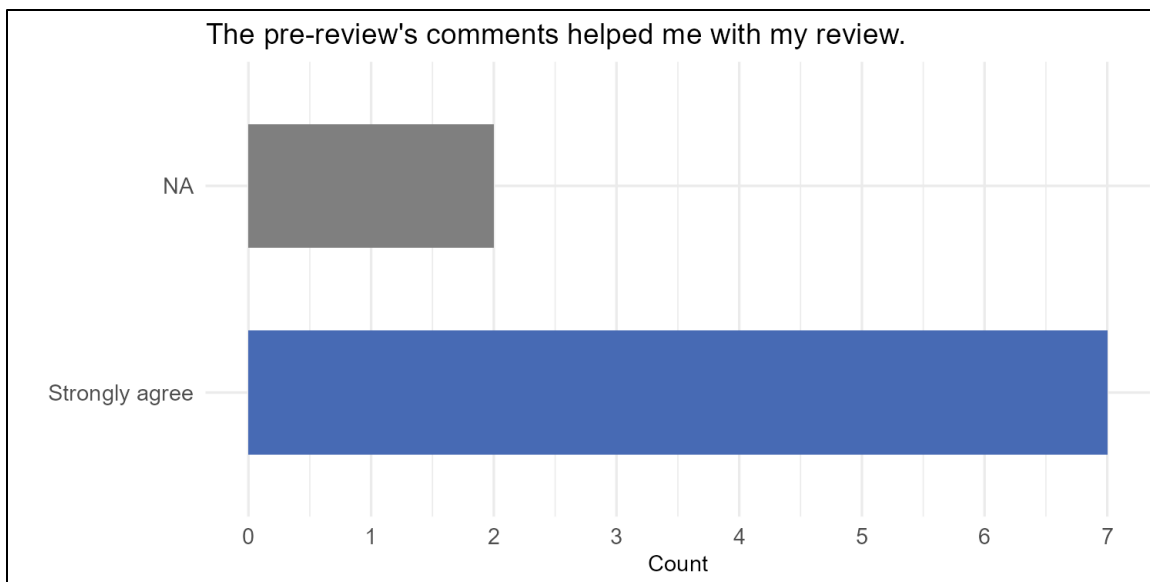
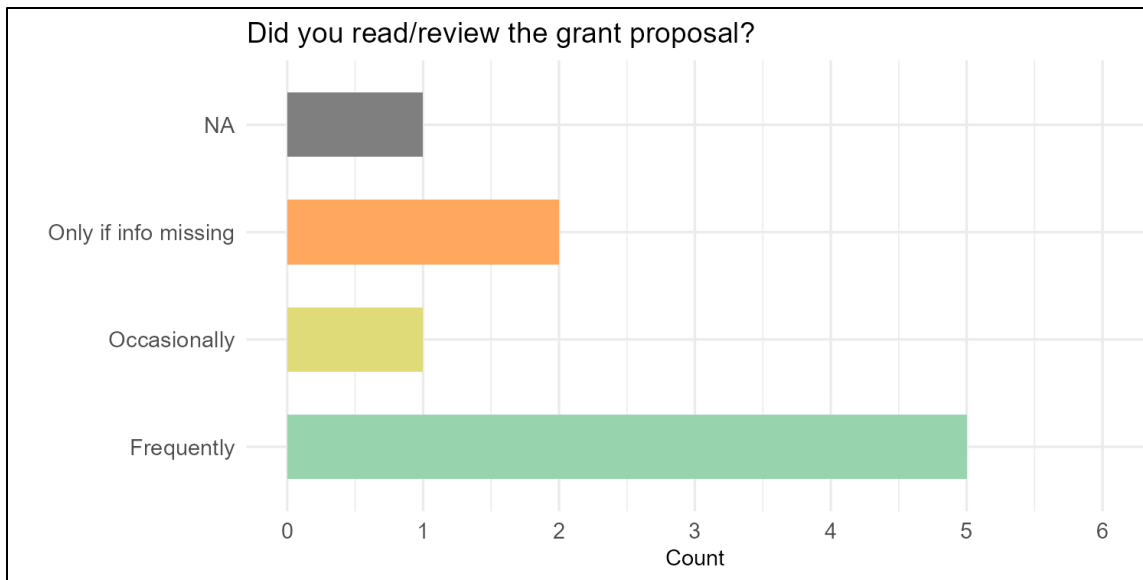
Will participants or ICCOs have the option to be identified or maintain confidentiality?	
	N (%)
Understood the question	
Yes	18 (100%)
Missing	1



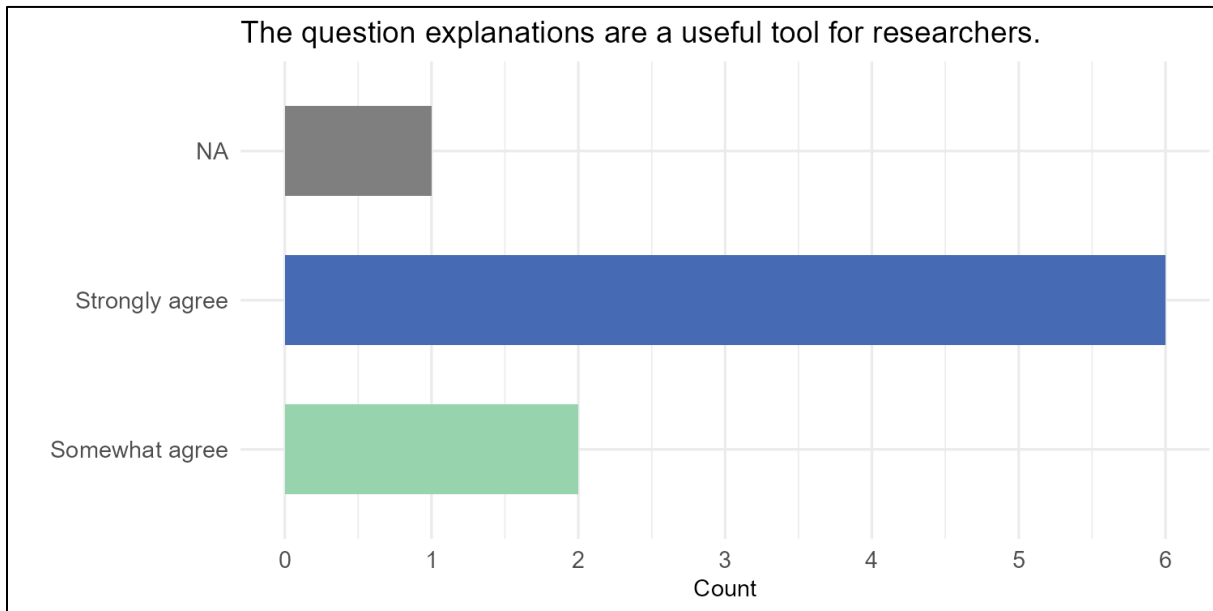
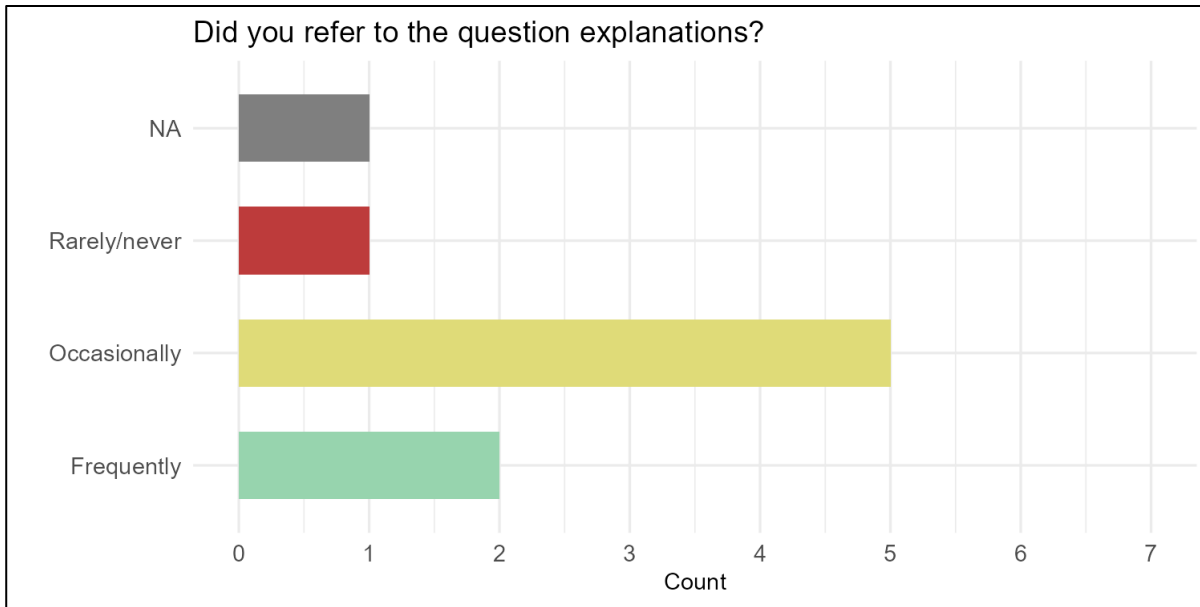
Appendix F | Detailed Evaluation Results from Review Team Members

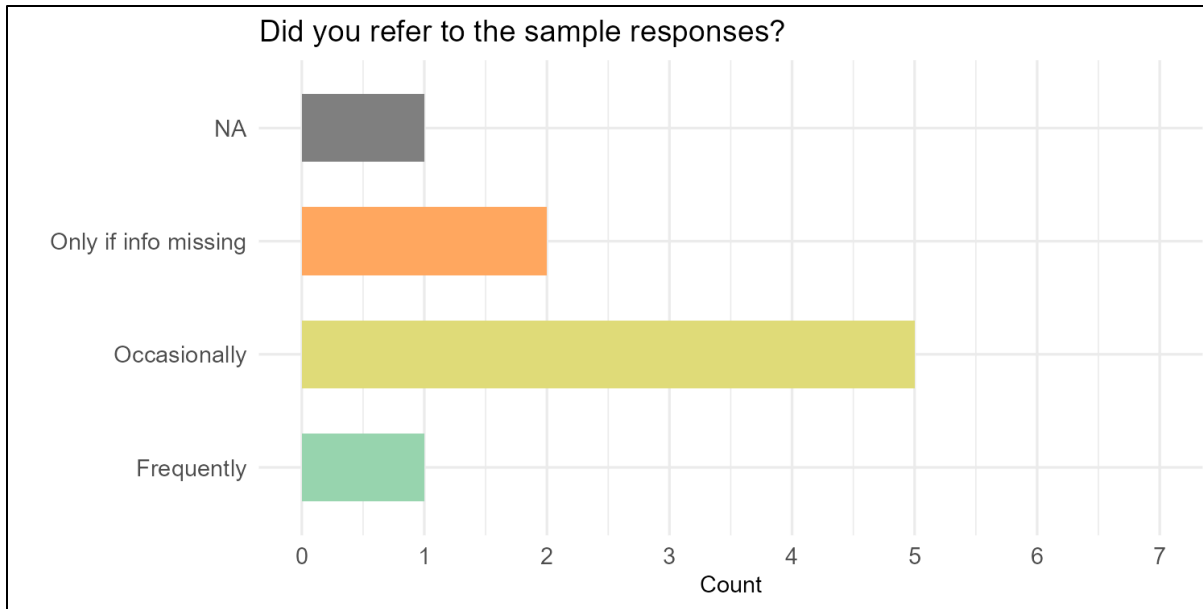
Table 1: Overview of Pilot Review Team members	
	N (%)
Experience conducting or supporting Indigenous-focused research	
No	0
Yes	10 (100%)
Indigenous self-identity	
No	8 (80%)
Yes	2 (20%)
Role at BREB	
Faculty Member	5 (50%)
BREB Staff	3 (30%)
Community Member	2 (20%)
Number of survey responses	
	8 (89%)





Pre-reviews are an administrative, preliminary assessment of the ethics application conducted by staff (BREB Research Ethics Coordinators). Pre-reviews during the pilot specifically checked for completeness and consistency, and drafted potential feedback for discussion with the pilot review team.





Reviewers were asked to comment on selected questions from the Pilot application form. Summary below is based on 8 respondents.

Pilot question	The Question is Relevant			
	Strongly agree	Somewhat agree	Disagree	Strongly disagree
3 Concrete/tangible benefits of the research Q3a: To participants and ICCOs Q3b: To members of the research team	8	0	0	0
4 Research team's plans for ensuring reciprocal knowledge sharing with participants, community members, and others who may be affected once the research is done.	8	0	0	0
5 If you will be engaging with an ICCO for your research, please describe them, including how you have engaged with and built trust and relationships.	8	0	0	0
6 What steps have you/the research team taken to become informed of and aligned with ICCO protocols and norms (if applicable)?	6	2	0	0
7 Is any form of agreement required with an ICCO on this research?	5	3	0	0

8 Please describe how participants will be acknowledged and/or compensated for their contributions to the research.	8	0	0	0
9 How will research team members demonstrate accountability to participants and to ICCOs, if applicable?	3	4	0	0
10 Please check (a) the types of risk that may be incurred by participants during your research and (b) indicate how each risk you identify will be mitigated.	6	2	0	0
11 Who will your participants be? What characteristics would make them eligible or ineligible? Will any participants be under the age of 19? If yes, please provide their age range.	7	1	0	0
12 Please describe who will be involved (including community members) in inviting participants to join the study and what methods (formal and informal) will be used.	6	2	0	0
13 Please describe the process you will use to seek consent. Indicate how, when and by whom participants' consent will be confirmed.	7	1	0	0
14 Please describe the procedures for each type of research event/activity involving participants.	8	0	0	0
15 In what formats will the data be collected and who will have access to each type of data? Check off all that apply.	6	2	0	0
15b Who will have access to research data [each type of data checked off]?	6	2	0	0
16 Where and how will your research data be secured while the data are being stored and used by the research team?	6	2	0	0
20 Will participants or ICCOs be identified as part of the research?	6	2	0	0
21 Does any culturally sensitive data need to be kept fully private (not shared during dissemination).	8	0	0	0
22 Please indicate whether research findings will first be shared with participants before broader distribution is undertaken. If no, please explain why.	8	0	0	0